

A large, stylized blue letter 'R' is positioned on the left side of the cover. The background is dark and filled with a dynamic scene of white papers and letters falling from the top right towards the bottom left. The papers are of various sizes and orientations, some appearing to be in motion. The letters are scattered throughout the scene, creating a sense of chaos and information overload. The overall composition is visually busy and abstract, representing the complexity of Natural Language Processing (NLP).

# R

## RAPPORT

The Magazine for  
NLP Professionals

Issue 49

[www.rapportmag.com](http://www.rapportmag.com)

# ANLP

The Association for  
NLP Professionals

- ✓ Ethical
- ✓ Professional
- ✓ Impartial
- ✓ Credible



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- ✓ Are you new to NLP? Would you like to discover more?
- ✓ Do you have an NLP business and would like to raise your profile and potentially increase revenue?
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ANLP is an essential voice for the NLP community, with an excellent *Rapport* magazine and on line updates. I believe as an NLP therapist that it is vital for my own development and the best results for my clients that I stay in tune with recent research and developments in the field - ANLP helps me do that.

*Joe Isaac, Counselling for Women*

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## Welcome to issue 49, the bonus Spring issue for 2016

### **Rapport** "The Magazine for NLP Professionals"

This issue is a little unusual, due to the BIG changes we are making to *Rapport* this year (see **page 10** for further information).

As we have taken the bold step of reintroducing *Rapport* as a printed magazine, the 2016 Annual will be the last (some might say collector's item) annual *Rapport*. At the same time, we wanted to acknowledge some of the great work produced for these issues, so we are taking this opportunity to celebrate the last 3 Annuals by reproducing some of the articles here. It would have been unfair to publish any new articles in issue 49, because these would never have been reproduced in the printed issue. And of course, with issue 50 already in the pipeline for production at the end of March (the first of the quarterly *Rapport* magazines), this really is just a bonus PDF issue anyway!

We continue to make progress with our own aims for 2015/16, and these include redeveloping the ANLP website and collaborating with Anglo American to host the NLP Conference in London – being held on 15–17 April 2016, in central London. Shelle Rose Charvet and Michael Hall head the program with Friday presentations and the draft program will be available on the conference website [www.nlpconference.co.uk](http://www.nlpconference.co.uk) ...and of course we will keep you updated via our fortnightly members newsletter and social media.

Please remember if you have an idea for an article, do get in touch by emailing me at [rapport@anlp.org](mailto:rapport@anlp.org). We are scheduling *Rapport* some months ahead, and we always welcome good quality articles on topics that would be of interest to our members. For further information about writing for *Rapport*, do visit our web page [www.anlp.org/get-published-in-rapport-magazine](http://www.anlp.org/get-published-in-rapport-magazine).

Until next time

**Karen**

# R

**RAPPORT**  
The Magazine for  
NLP Professionals



**Editorial Team:** Caitlin Collins, Andy Coote, Eve Menezes Cunningham, Judy Rees [rapport@anlp.org](mailto:rapport@anlp.org), 020 3051 6740

**Art Editor:** Enzo Zanelli

**Advertising:** Karl Humphreys, [karl@dalbiacmedia.co.uk](mailto:karl@dalbiacmedia.co.uk), 07939 017035

**Membership, subscriptions and back issues:**  
[members@anlp.org](mailto:members@anlp.org), 020 3051 6740

**Publisher:** Karen Moxom [rapport@anlp.org](mailto:rapport@anlp.org) 020 3051 6740

**Company Reg No.** 05383959

**ANLP International CIC**

Apsley Mills Cottage, Stationers Place, Hemel Hempstead, Herts, HP3 9RH

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Originally published in issue 42 of Rapport

# Winter – Bring more warmth and light into your life



By Eve Menezes Cunningham

**W**hen it's cold and dark and winter seems endless, it's easy to lose the will to get ourselves into a resourceful state. We might choose to wallow. And that's fine. Sometimes, wallowing is exactly what we need for a short while. It's a way of honouring our full humanity.

But if you want a little nudge in bringing more light and warmth into your life, taking part in celebrations that resonate with you (or creating your own traditions) might help.

Religious and spiritual traditions around the world celebrate the light, from Winter Solstice/Yule to Christmas, Hanukkah, Diwali, Loi Krathong and Kwanzaa. What might you adopt from your favourites (or ones you just choose to investigate now)?

Art Giser's Energetic NLP uses a lot of imagery including a ball of golden light to set your space. Yogic traditions and others also have visualisations involving breathing in the healing light of the sun and feeling it infuse your whole body and energy field. Play with whatever

feels right for you.

You might also just take some time to look through some old photos of summer. Choose one (for now – you can revisit these any time you want) of your favourite moments, where you naturally felt on top of the world, warmed up for

“Changing your state won't change the weather but might help you remember more resources”

all of life's challenges and pretty much radiant from the sunshine and your own inner light.

What were you doing? Where were you? Who were you with? What could you see, smell, taste, hear, feel? Recreating that moment may be impossible but apart from allowing your senses to luxuriate in the memory, there may be elements you can bring into the coldest, darkest December.

Maybe inviting some of the people involved over? Playing songs from that moment? Spending more time looking at

pictures? Recreating some of the foods?

What plans can help get you through the rest of winter? For me, the thought of sea swims each week from June to early September feels delusional in the winter (sometimes, also in the summer) and yet the thought of them never fails to make me smile.

Changing your state won't change the weather but might help you remember more resources.

Once you've done this and you think about tomorrow, next week, next month, the rest of winter, how do you feel? What can you think of that might support you in making them as sunshiny (on the inside at least) as possible?

Who and what warms your heart? How can you make more time for these people and activities?

And what do you enjoy most about the cold and the dark? The cosiness it offers? Having the beach pretty much to yourself on wintry walks? Enjoy *this* while it lasts. Who knows, summer may provide a heatwave that has you longing for this winter's days of extra layers. ■

Originally published in issue 44 of Rapport

# When it's time to upgrade the classroom software...

By Nancy Walbank



“ Meta-programs need to be understood as a continuum, not in opposition ”

Identifying our own preferences and internal ‘programming’ helps us understand the ways in which we filter and organise the ‘input’ we get from the outside world. It also enables us to empathise that others will not share our point of view. In the classroom, having the behavioural flexibility to understand some of the programmes children run can improve the quality of teaching and learning as more students will be engaged more of the time.

Meta-programs are the key processes and organisational patterns we use at a level beyond our conscious thinking, our mental operating network. To continue the computer metaphor, they are the ‘Windows’ or ‘iOS’ programs that work without our conscious awareness but underpin the whole operation of our system. Like all programmes, they are not fixed and can be changed. They are also context dependent, we may like ‘sameness’ in many areas of our life but seek ‘difference’ in others. As such, meta-programs need to be understood as a continuum, not in opposition.

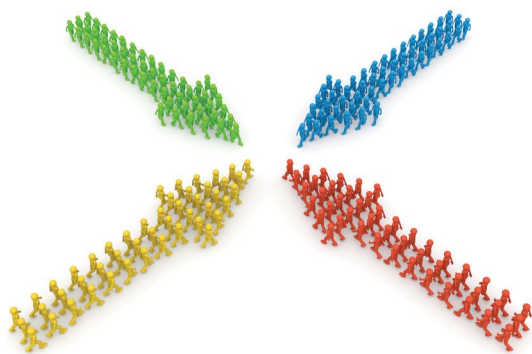
There are many meta-programs people run. What follows are just a few ideas about how to upgrade the meta-programming software in the classroom.

## Sameness and difference

Knowing about this meta-program enables teachers to understand how they react to change and how the students in their class may be motivated around change. A strong sameness pattern suggests a desire for the world to stay just as it is and may lead to a refusal to adapt to new situations or methods, whereas a difference pattern would want constant and major change and a resistance to static situations.

In a classroom, there may often be a tendency to encourage sameness, following rules and schools routines; students who want difference may be labelled as difficult or defiant as they are seeking change or are ‘bored’.

This is where it is important to remember that though they may appear polar opposites, it is possible to work



along a continuum. For example, introducing something familiar by saying, 'This is the same, except...' or 'We are going to see how this has got better, what progress has been made.' Or, with younger children, 'When we have done this than you can change to something new or different.' This language nudges sameness towards difference.

### Options and procedures

This is another meta-program that can help teachers understand how a student approaches completing a task. Students with a strong options preference will be motivated by opportunities or possibilities to do things in a different way and will always be seeking improvements. They will want to 'investigate', 'work out', 'explore' and 'choose' what they do and will be motivated to learn when they have these choices.

Children who have a strong procedural preference will enjoy following a set process or formula and look for a 'right' way to do things and enjoy working through a task from start to finish. In the classroom, a teacher can ensure that procedural lessons, such as completing a reading comprehension, have optional aspects, questions such as 'Why do you think that?' Investigative lessons, such as science, may have a procedural outline and ask students to improve the procedure or find a better way to work things out.

### Towards and away from

Towards and away from preferences show how people maintain their motivation by focusing their energy towards an outcome or away from something they want to avoid. Some students will be motivated towards an A\* grade, others will just want to avoid failure. School reward systems that focus on targets or goals need to be staggered in a way that takes into account an away from preference.

An example of this is using 'must, should and could'. 'Must' is a baseline target that has to be met, 'should' is

## “ In a classroom, there may often be a tendency to encourage sameness ”

things that are a high priority and 'could' is desirable to achieve for maximum improvement.

Students with an away from preference will be motivated when there is a problem to get away from, and those with a towards preference, by a mountain to climb; remembering this can enable teachers to frame their expectations in a way that motivates students.

### Preferred environment

These meta-programs also influence how we work at our best; independently, in proximity with others or in co-operation with others. Again, it is important to remember we are on a continuum and the most productive way to work may well be to be able to work in all three ways.

Some students will enjoy working independently. Their work will suffer if they have to work with others or share responsibility and they may 'lose their thread' if interrupted. Students who enjoy working in proximity will need clearly defined responsibilities and will enjoy having others around or involved with their work. They will still take personal responsibility for their work. Some students will prefer working co-operatively, wanting to share and work with others and do things together.

This has clear implications for organising lessons. Students who want to work independently may find any of the collaborative learning techniques quite disruptive to their learning. However, it may be beneficial to encourage them to find ways in which they can take responsibility for an aspect of group work that they can then do alone. Similarly, students who enjoy working collaboratively or in proximity with others can find the individual nature of exam preparation and revision work to be challenging. They can be encouraged to find ways to share and discuss what they are learning, or, come together following any period of working alone.

### Finally

This is a simple overview of how a basic knowledge of meta-programs will enable teachers to discern differences in the students they teach as individual ways of operating according to their internal 'programming'. As with all NLP models, it is a 'map', not a category.

Knowing more about meta-programs supports teachers in planning, teaching and evaluating learning as it offers different filters to understand what went well and why it went well. Lessons which have the greatest flexibility will have the greatest influence. ■

Originally published in issue 41 of Rapport

# How to Quickly Eliminate Your Allergies and Be Free from Symptoms Forever

By Kristine Hallbom

**S**arah had been severely allergic to dairy products since childhood. Whenever she would ingest dairy of any kind, she would immediately experience a sinus blockage, a sore throat and stomach pain. She would then break out in boils a day or two later. It wasn't until Sarah was in college, that she realised her dairy allergy was causing all these problems. From then on she carefully stayed away from all dairy products.

After a brief meeting with NLP trainer and coach Tim Hallbom, Sarah now eats dairy products whenever she feels like it, *without* experiencing any of the old allergic reactions.

Sarah volunteered for an allergy demonstration at one of Tim's workshops. The demonstration was so quick and simple that she didn't really believe much of anything had happened. However, since the demonstration Sarah has been able to eat at least one dairy product every day, with no allergic response.

Allergies occur because they are a mistake by the immune system. Essentially, they are the result of a real threat to the body being paired only once, with some non-dangerous substance; and the immune system thereafter assumes that the two stimuli are equal, if not identical. Allergies occur when the immune system mistakes a substance like pollen or metal for an enemy antigen. The body feels threatened and begins to produce an overabundance of antibodies. The antibodies then attach to certain areas of the body (such as the nose, stomach, skin, ears, etc.) and an allergic reaction takes over.

The allergy almost acts as an enemy virus, where the immune cells actually eject healthy cells with chemicals that explode them. Examples of uncomfortable symptoms accompanying this action are teary eyes, a runny nose, and/or breaking out in hives or boils. Under such conditions, this typically leaves the individual

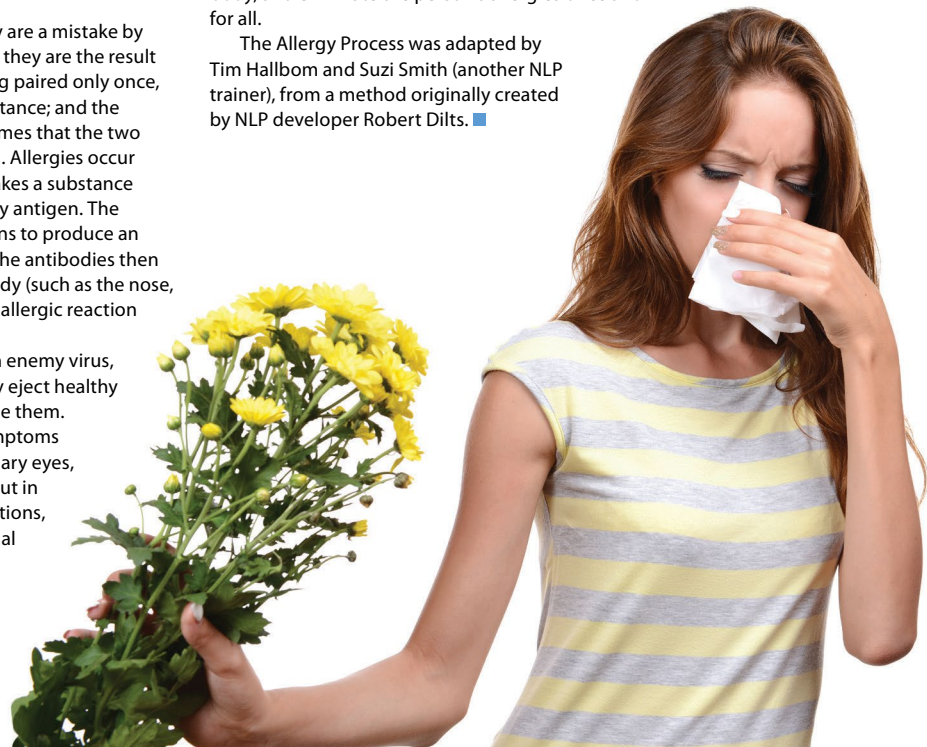
with three options: avoidance of the allergen, costly medicine or continual suffering.

Tim has been consistently successful in helping clients overcome allergies to pollen, food, animals, metal sensitivities and other environmental deterrents. The process that he uses with people who suffer from allergies is called the Counter-Example Allergy Technique, (also referred to as the Allergy Process). The Allergy Process in effect helps

“Allergies occur because they are a mistake by the immune system”

a person refocus their body's functioning while reminding their immune system of the appropriate response. This changes the brain's process of responding to the stimuli (enemy antigen), which in turn changes the body's reaction. In this manner, the brain is being used to more actively control the body, and eliminate the person's allergies once and for all.

The Allergy Process was adapted by Tim Hallbom and Suzi Smith (another NLP trainer), from a method originally created by NLP developer Robert Dilts. ■





## The Counter-Example Allergy Technique

### Step 1

Calibrate the client. Establish what is it like when you have the reaction, and what is it like without the reaction. Say to the client, 'You were allergic to cat hair, what is it like when you're around cat hair?'

### Step 2

Find the appropriate resource. Say to the client, 'What is similar to the cat hair (substance that you are allergic to) that does not create a reaction when you are exposed to it?' 'Now find a comparable substance similar to your allergy but one that does not cause a problem for you (i.e. dog hair).'

### Step 3

Create an associated response to the item that does not create a reaction (dog hair). Hold that resourceful anchor. (Note: make sure they are fully associated before setting the anchor.)

Then take a moment to tell the client that their immune system knows how to respond appropriately. It is important for ecology to do this. Since allergies are an overreaction on the part of the immune system, make sure the subject is responding properly to the hypnotic language so they do not suppress the proper function of their immune system.

### Step 4

While still holding the resource anchor, have the client dissociate; seeing themselves at a distance with their immune system functioning comfortably without a reaction. Then have the client imagine reintroducing the allergy substance (cat hair) – dissociated, still holding the resource anchor.

### Step 5

Then have the client imagine that they are exposed to the substance they are allergic to, while you are holding the resource anchor the whole time. Continue holding the anchor and begin to use hypnotic language metaphor about re-educating your immune system on how to now properly/ appropriately respond to the problem substance as a neutral substance.

### Step 6

Test your results and then future-pace.

“The immune cells actually eject healthy cells with chemicals that explode them”



**Kristine Hallbom** is the co-founder of the NLP & Coaching Institute, and has been actively involved in the field of NLP for over 25 years. She has been working as a Life & Business Coach since 1996, and has done thousands of hours of professional coaching with her clients and students throughout her career. She is also co-founder of the Academy for Coaching and NLP, which is the first NLP based program to be approved by the International Coach Federation (ICF) in North America in 2001.

Originally published in issue 48 of Rapport

# The Future of Rapport



As you know, we ran a *Rapport* survey earlier this month and the *Rapport* team have viewed the results with interest! We ran the survey because we have achieved some great milestones this year, including the 10 year anniversary of ANLP, and we wanted your feedback, specifically about *Rapport*, to ensure we continue to serve our members in the best way we can.

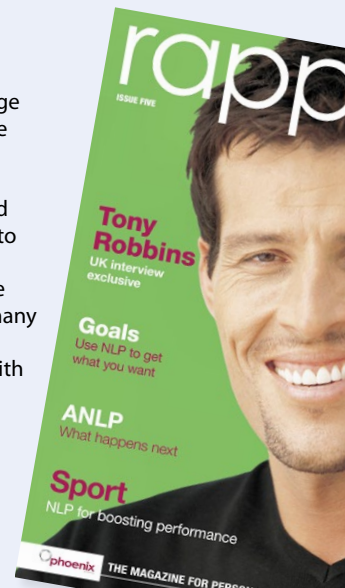
The significant results (61 survey responses received) from the survey included the following facts:

- 80 per cent of existing printed issue subscribers would prefer to receive a quarterly printed magazine
- 76 per cent of you cite the quality of the articles as the main reason *Rapport* is a 'must read'

- 45 per cent of members who currently subscribe to the PDF only, would change their subscription to printed issue, if we were to return to printing quarterly.

As a result we are taking a leap of faith and moving forward (rather than going back) to publishing *Rapport* as a quarterly printed magazine. A leap of faith because we have yet to prove this is sustainable, when so many magazines are becoming online only. Yet sometimes we just have to trust and go with our gut instinct!

*Rapport* will still be available as a PDF, so membership levels, from that perspective, will not change – you can still subscribe to the PDF issues only, or choose to have the quarterly



printed issues, delivered to your door.

Significantly, we reach an impressive milestone with *Rapport* early next year – Issue 50!

To have consistently produced *Rapport* over the last 10 years, to an improved standard and quality is a huge testament to the team involved...so I extend my personal thanks to: all advertisers and contributors – past, present and future; our editorial team (Andy, Eve and Cait); our production team (Enzo, Sarah and Karl); and the suppliers who turn all our efforts into a beautiful printed magazine.

Moving forward, we continue to welcome editorial features and will actively be expanding the contributor pool...so if you are a budding writer who has something to share with our readers, please do get in touch via [rapport@anlp.org](mailto:rapport@anlp.org).

As a team, our intention is to create Issue 50 to be even more special than the usual issues. And of course, with the NLP Conference taking place in April, where better to launch this particular edition.

With that in mind, here are some timelines, so you know what to expect moving forward:

To give ourselves the space to create Issue 50 as the first relaunched printed quarterly, Issue 49 will be the last 'PDF only' issue and will be published on 28th February as usual. Issue 49 will contain a selection of previously published articles and is really a 'bonus' PDF publication.

The last *Rapport Annual* (which contains

all the editorial content published in 2015) will also be produced at the beginning of March, and will be sent to all those whose membership includes the printed issue, and whose membership is up to date on 28th February 2016.

The quarterly printed issues, starting with our celebratory Issue 50, will be published quarterly from 29th March 2016. All current members who subscribe to the printed issue of *Rapport* will receive the quarterly editions from March...and then quarterly thereafter, i.e. end of June, September and December. Of course, we do have to build in distribution time, so depending on your location, expect to receive your copy on your doorstep around 7 days after publication.

We do hope to be in a position to continue delivering *Rapport* as a quarterly printed magazine, in line with our members' wishes. Of course, this will depend on it being a viable and sustainable option, so we hope you continue to support our loyal advertisers... and encourage new advertisers to join in supporting the professional magazine for our field. Anyone interested in advertising or sponsorship can contact Karl via [karl@dalbiacmedia.co.uk](mailto:karl@dalbiacmedia.co.uk).

So here's to the next 50 issues and beyond...let's start planning that celebratory party now! ■



Originally published in issue 45 of Rapport

# 5 Essential Skills for the Future

By Shelle Rose Charvet



If someone were to ask you, ‘How are you doing?’ would your answer be something like: ‘Busy busy busy!’? Many people I know have little time to think or take a breath. Hamsters running around the wheel. Not exactly a long-term strategy for thriving.

Recently I was asked to present what I thought were essential skills for the future and I realised that these *5 essential skills* are also an antidote to the negative effects of the frantic schedules we keep.

How are you on each of these skills?

Which ones do you master and practice daily?

## Skill 1: State management

The ability to get into and maintain the right way of being for what you are doing. Mentally, emotionally, physically, spiritually. Many people have challenges getting and staying motivated, or staying focused until

they have completed a task, or generating enough energy, or paying real attention to others, or relaxing at the end of day.

Imagine instead that every day you are at your best, and that, should you need to, you know exactly what to do to get ‘back into state’ at any moment. What does it feel like when you are centred, grounded, excited and focused?

I have created several ‘anchors’ or reminders to help me get into the right state at the right time. For example: when I touch my left thumb and forefinger together, that is my ‘grounded, focused’ state. My right thumb and forefinger is what I call ‘Presentation Shelle’, the way I want to be when I am starting a presentation or training with a group.

When I touch both my middle fingers to my thumbs, this reminds me to bring in my ‘high level of energy’. And touching my left

ring finger to my thumb calls back a 'relaxed, mellow state'.

What are the ways you are using now and could use more of to get into the right states?

### **Skill 2: Knowing what you want**

It's not enough to be in a focused, generative state of being. If you don't know what you want, why it is important, how it fits into your life, it can be pointless and boring. But it isn't always easy to figure out what you want.

Some people create objectives or goals for themselves for a period of time. Sometimes it may be easier to set your intention. Intentions are often less specific than a goal – more about *how* one will do something. For example, 'My intention for today is to calmly focus on my clients' needs' or 'spend at least an hour walking'.

After several health challenges, including cancer diagnoses and treatments, I realised that health needed to be a much more important goal in my life. But it wasn't until I defined it in an achievable, verifiable way, that I knew exactly what I was aiming for.

Some people are more aware of what they *don't* want in their lives, rather than what they actually *do* want. If this is you, what is it that you don't want in your life? What is the opposite of that? What does this opposite thing, look, sound and feel like? Is that something you want?

### **Skill 3: Ability to learn quickly, easily and well**

Technologies and standard processes change rapidly, and more and more of us are frequently called on to shift what we are doing, both in our work life and in our personal relationships. If you can learn something new, quickly, easily and well, or if you can determine what behaviour you need to change and then do it, you can adapt to almost any situation with ease.

Remember a time when you learnt something new in a way that was fun, easy and natural. What was that like? Recall where you were and with whom. Anchor that feeling by touching two of your fingers together, so that you can bring back this ease of learning whenever you want.

### **Skill 4: Excellent communication skills**

This is the ability to go to other peoples' bus stop, to understand how they think, how they

## ☞ What does it feel like when you are centred, grounded, excited and focused? ☛

get motivated and how they make decisions, and to speak their language.

We also need to communicate well within ourselves, being aware of our own needs and desires, and being able to communicate them to others. If you can do this, you can have exciting and positive relationships with those around you.

This is at the heart of my work, helping people learn about the Motivation Triggers that drive human behaviour (see below).

### **Skill 5: Love**

This is loving and caring for yourself, your partner, family and friends, colleagues and clients.

Do you take care of your own health and well-being? Do you act in a loving or a caring way with the others in your life?

Reminding yourself that you love yourself and that you love your family and work contacts every day is a way to ensure that you are in tune with what is best for everyone. It only takes a moment to do this and it will open your heart and mind.

### **How to use your skills**

The best way to incorporate these skills into your daily life is to create your own ritual, your way, so that each day starts well, goes well and ends well.

I like to do this after my morning shower, when I get into state, think about my intention for the day, check in with myself, think about the others I will see, and remember what I love about us all.

At night in bed, I think about my day, what I appreciated and I say goodnight to all my loved ones, especially those who are far away.

Great travels! ■



Shelle Rose Charvet's books, *Words That Change Minds* and *The Customer is Bothering Me* show you how to identify the Motivation Triggers and communicate effectively. Also check out her iPhone app: HusbandMotivator™ – it's a whole communication program.

# How NLP Helped a Learning Disabilities Charity

## Take their Service to the Next Level

By Karen Meager

### Introducing Freeways Trust

Freeways Trust is a charity that supports vulnerable individuals, primarily adults with learning disabilities. They provide residential care and supported living services to people in the Bristol and Bath area.

The aim of their services is to support people to be as independent as possible. For some people this means learning new skills and doing some tasks without support and creating links with people outside Freeways, for others this may mean maintaining the skills they have for as long as possible. People are supported to take risks to learn and this is assessed to maintain their safety and security.

Freeways support individuals using person-centred plans and approaches and health action plans to ensure people's needs are met in the way they choose to ensure the best outcomes.

We were approached by Freeways to provide training for their Management Team. They have a team of over 30 managers who manage residential houses and other services. It was a dedicated team with a unique set of challenges. The widespread geographic locations made management level communication difficult and small teams working 24-hour shifts resulted in staff sometimes feeling isolated. The nature of their work, with service users often experiencing emotional as well as cognitive difficulties was mentally and emotionally tiring, as well as very rewarding.

### Implementing a management-wide NLP Diploma

As in any good development programme, the senior leadership team were included in the programme and most of them trained to Practitioner level, both to use the skills within the business and to support the managers with integrating their learning.

Those senior team members who do formal Supervision (which is a regulatory requirement) were taught how to use NLP in supervision sessions to support managers in expanding their thinking and deepen their ability to apply NLP to resolve particularly difficult dilemmas and situations. They were very proud of their qualifications.

The most important part of any development programme is how it is integrated back into the organisation and we were very impressed at the level the managers applied NLP both in their personal lives and professionally.

### “Senior team members were taught how to use NLP in supervision sessions”



The managers with their certificates

The NLP Diploma was taught in two modules which gave the managers time to integrate their learning and then bring back to the group any problems, learnings or issues that we could continue to work with in class. The group were creative and could see the benefits the tools and techniques could offer them in their work and it did not take much encouragement from us before they were using NLP in situations we had not expected, here are some of the key changes they implemented as a result of the training.

### Using outcomes in team meetings and staff reviews

As a care service, a lot of the focus can be on preventing or resolving problems. This is often appropriate and yet the managers embraced the concept of using well formed outcomes to help them with bigger initiatives like fund raising and organising events.

In team meetings they found that making each meeting outcome focused, rather than working to an agenda, made it more productive, stimulating and interesting.

They found using personal outcomes in personal development reviews a very effective way of helping staff to take responsibility for their own development, whilst being clear about how the organisation can support and help them to achieve this.



**Karen Meager**

### **Understanding the Representational Systems and using this with staff and service users**

The concept of people having different sensory preferences and what that means as a manager, was something the managers took into their work and got really creative with.

Initiatives included ensuring stimuli around the residential care homes spoke to all the Representational Systems. Teaching staff ways to use them to teach service users to do self-sufficient tasks like dressing themselves: for Visual preferences showing them first and then getting them to do it; for Auditory, talking it through first; for Kinaesthetic, doing it with them; and for Auditory Digital, giving them a step by step process.

They embraced this awareness and understanding and integrated it into many aspects of their work.

### **Understanding responsibility**

In a care service it can be tough to draw appropriate responsibility boundaries and the managers were finding it challenging to know how best to empower staff and service users; when to support them, when to step in, when to do something yourself, when to let people make mistakes whilst retaining a safe environment. Also the dynamics of running care homes means that the division of work and home can get a bit blurred for staff, when they work nights and work so closely with their service users.

We used the concepts of appropriate responsibility, the presuppositions of NLP, ethics and ecology to explore case studies and consider the consequences of various policies and courses of action. This helped the managers to decide on appropriate actions and decisions, and it freed up more of their time to look at the bigger picture for their service.

### **Linguistics**

The managers were struck by the power of linguistics and not only implemented changes with how they addressed and gave instructions to staff, they also used linguistics to facilitate communication with the service users.

They became clearer in their communication and took out all those words that don't mean anything, like 'perhaps', 'maybe', 'sort of' and 'you know', because these all confuse the clarity of the message being delivered.

## **“The group could see the benefits the tools and techniques could offer in their work”**

They also worked on 'saying it how you want it', rather than what you don't want, when giving feedback so that people were clear on expectations and found that staff also felt more supported with this approach.

As a result communication has become simpler, more direct and clearer, which is critical in a busy service working shifts.

### **Follow up programmes**

We have done a number of follow up programmes with Freeways following the NLP Diploma, building on the skills and taking NLP into their supervision sessions.

We work with a lot of organisations implementing NLP-based development programmes and yet with Freeways we were amazed and delighted by the imagination and creativity with which the managers used the tools and techniques and integrated it into their everyday working practices.

They are a courageous group, happy to come forward and share experiences, and to talk about things which didn't work so well. They are a real asset to Freeways as an organisation and to the service users for which they provide such an amazing service.

'From a senior management point of view,' said Claire Hayward, CEO of Freeways Trust, 'we noticed the difference in how the management teams became more proactive, recognising that if something was not working they could do something about it and gaining the self-confidence to act. The process of working with the teams as a group meant they supported each other and this support has continued on into the workplace. The cost to the charity was a gamble, as funding has been cut, but the positive results have meant the gamble has more than paid off.' ■



Originally published in issue 39 of Rapport

# Derek Jackson

## Making Clocks and People work Better

Derek Jackson, with Fran Burgess, set up and, until 2012, ran the Northern School of NLP, bringing world renowned NLP and Hypnosis trainers to the north-west of England and was part of the founding team for The Professional Guild of NLP. In this interview, *Andy Cooté* set out to learn more about the former clockmaker who still wants to know how things work and what makes people tick.

**A**fter leaving school, Derek worked for a pharmaceutical company in London for a while, setting off with a friend to travel, funded initially by a bonus for guarding a factory following a fire. 'On the strength of that bonus we thought right, we're off to travel the world, and so with £30 each we set off. We travelled and worked across Europe and North Africa, spent time in Greece and on Crete, with the wonderful people there. I came back to the UK in my mid-20s.'

On his return, Derek took what jobs he could find, 'I reinvented myself as a painter and decorator, working on "the lump" in Germany and in Leeds. When my daughter was born I decided it was time to settle down and needed to get a trade so I studied to be a clockmaker. I became interested in antique clocks and watches and I arranged a job at a museum where the Government paid my wages. I was hired to repair their clock collection and then to work with long-term unemployed people who were on a community program. We were looking at the exhibits in the museum and I found that I spent more time talking with them and becoming fascinated with what life was like for them. I found that intriguing.'

In 1980, a friend asked Derek if he'd go and help him for a couple of weeks. 'I supervised youngsters who were doing up old ladies' gardens and painting their houses. I was fascinated by that and did more of it until I was asked to be a life and social skills tutor. I got to know the people at the Manpower Services Commission (MSC) and they sponsored me. I'd built a computer and so I applied to be the manager of a high technology training centre and, for goodness knows what reason, I got that job. I was all self-taught in that area. But I ran a really successful workshop for young people who were learning about computers and electronics.'

As part of the MSC work, in around 1986, Derek was given training in counselling. 'It was very experimental. Two or three of us had got hold of books on NLP so the trainer said, "why don't you look at those and tell me what they're about and that'll be part of your course". We worked through *Frogs into Princes*, *Reframing* and those very early NLP books. That was my

“I decided it was time to settle down and so I studied to be a clockmaker”

first exposure to NLP. I didn't know that there were courses in it or anything, it was just something interesting to do.'

In 1988, Wyatt Woodsmall was doing a weekend in London on *Replicating Genius* and the company Derek was working with sponsored him to go on that to bring skills back. 'On that course I met Willie Monteiro and Eric Robbie who happened to be running a practitioner course in York so I signed up to that. I went through the Practitioner, Master Practitioner and started working more with Willie, Reg Connolly and one or two other folk. I started working alongside Willie as he ran the practitioner courses and essentially did an apprenticeship "train the trainer" with Willie. So I became a trainer of NLP and, around 1990, formed a company with them that delivered NLP training.'

Derek joined the committee of the Association for NLP, rising in time to Vice Chair (and later served as Chairman). It was at an ANLP Conference in 1993 that Derek first met Fran Burgess. 'We got on rather well and we've been together ever since. I'm a diving instructor and after I taught her to dive she decided that she could trust herself to marry me. We married in Reno in 1998.'

The Northern School of NLP was formed soon after Derek and Fran were married. 'We'd run one or two NLP courses together and we were both working as consultants in industry. Fran wanted to put her total focus and attention onto NLP so I continued doing consulting, training trainers and assessing NVQs while she set up the Northern School. We took over the local railway station which became our training centre. We liked all the metaphors about travelling that came with that. It was after 3 or 4 years that I began to spend more of my time working there and less living out of a suitcase.'

One of the hallmarks of the Northern School was that they worked with many of the big names in NLP internationally. 'We wanted to be able to provide somewhere in the north of the country that got really good trainers because they only seemed





to go to London. Fran was running practitioner courses and I was assisting and we wanted to run a Master Practitioner. We wanted it to be different and to focus on modelling. I'd been on a training course with David Gordon and Graham Dawes, so Fran wrote to David and asked if he would come and train on our course. He wrote back with a lot of reasons why he couldn't and she wrote back and asked if that was a no. He replied, "well, I don't know!" So that's how David came to us.'

Derek and Fran used personal recommendations to find trainers. "We got in touch with Steve Gilligan and Bill O'Hanlon. We already knew Penny (Tompkins) and James (Lawley) and really respected their work so we invited them up. I'd done my Master Practitioner with John McWhirter and Christina Hall and I admired John's work, so we brought him in. We brought in people who we knew were more interested in developing NLP and their understanding of how people structure their lives rather than people who wanted to teach techniques. It was very much about this process of modelling.'

It was also very much about choice in modelling approaches. 'We noticed that whenever somebody came to do modelling their way of modelling was THE way. We really liked the fact that people could have choices and could benefit from a whole

range of different approaches to modelling. Fran was interested in modelling the modellers and that has led – eventually – to the book she has just published.'(\*1)

Derek tells me that the students were the important element of the Northern School approach. 'I'm just incredibly proud of the people that came and learned at the Northern School and have gone on to do the fantastic things that they do. They're applying NLP in ways that make real differences for them and the work that they do, which is brilliant. It's a really practical contributory thing and from my clock making days, that's what I'm interested in. It's all well and good looking at it, but how do you get it to work? I think NLP is compiling a coding device and a toolkit through which people can apply that in their own lives to have greater choice and to enjoy life more, with more choices. It's less to do with the "I can do anything" approach and more to do with "isn't this fun?"'

Derek brings life experience to bear on his approach to NLP. 'From my perspective, I have been able to encode those things using NLP. As far as I'm concerned all of that is my NLP. I don't do NLP, I do Derek. One of my patterns that is infuriating for some, is that my convincer is experience. So if, for instance, someone says, "this computer's not working" I will go and test it. I won't



➔ just accept that they say it's not working. I have to see it not working.'

In 2003, Derek was amongst a group of trainers who came together to form the Professional Guild for NLP (PGNLP).(\*2) 'What unified us was the fact that we all believed that NLP took at least 20 days and 120 contact hours to train. We created a core curriculum and, because I'd been working in evaluating training organisations, I introduced a code of practice which was based on standards that organisations generally adopted as being good practice – how people were assessed, what records were kept and how the organisation managed itself. What we wanted was flexibility so everybody could be diverse. You'd get a central core and then each organisation expressed what it wanted. For example, Pegasus training used the outdoors as the metaphor for learning and, as I'm a diving instructor, we'd take people diving in the local pool. It was not regulatory, the last thing we wanted it to be was regulatory in any way.'

The Professional Guild also created membership for individuals who had undergone PGNLP training so that they might differentiate themselves in the market place. Some of the original group are still members. 'There are fewer and fewer 120 hour courses and as such there are fewer organisational members of the Guild, but I'm happy that it has a life and performs a function and when it doesn't, it won't.'

At the 2012 NLP Conference in London, L. Michael Hall and Frank Pucelik called a meeting of what they termed the Leadership Group of NLP. Derek and Fran attended on behalf of PGNLP and they also attended the follow up meeting in 2013. 'As a facilitatory group it is excellent. It began with trying to bring a really disparate group together and just break down walls. I think it is brilliant for that.'

Out of the Leadership Group discussions, a dialogue began between Derek for PGNLP and Karen Moxom of ANLP around ethics and NLP. 'Over the past year or so I've got to know Karen more and Karen's got to know us more. I think ethics is something that, as member organisations, is really important to us. It's in all of our interests that our members are viewed as professional and ethical. It is one area where it would be difficult to find someone who disagrees. There remain differences and let's value that differentiation but let's agree on what we have in common. This is a good place to start.'

The Northern School closed its doors in October 2012. Although the word retirement has been used, I suggested to Derek that it seems to be quite a working retirement, especially for Fran. 'Yes. In some ways I've been blessed with the working life that I've had, that it's never seemed like work. The notion of retirement was about having more time to think about nothing, which is a very male thing, but it was never to sit on a beach and do nothing. We're both very active and retirement is about being able to do things without the pressure of needing to earn



a crust. It's simply a stage of life where we're able to draw on what we've built up.'

Derek talks about a life of balance and established routine that works well for both of them. 'We have a motorhome for our travels and we enjoy that. Something that Fran and I have always marvelled at as we work together is that we do actually work. We go to different places – we used to have different buildings – we do our thing separately and then we come back together, just as if we've come home from work. Fran has a fantastic amount of energy and output. She is and has been very driven. Her new book is something that she's been entirely focused on and in a demon state for a long time. I don't want to get in the way of that. It's easier to dance with it than not.'

How does Derek view NLP now, having spent much of his lifetime working with it? 'I think one of the things that drew me to NLP in the first instance was this endeavour to seek for patterns within patterns and model them. I think there is plenty of distance for it to travel. It has been down one or two byways and, whilst there is some incredibly good work in the therapeutic context, it would be wrong to restrict it to therapy. I think that general life is an area of application. Personally I don't care whether it's called NLP or not. What I care about is that people understand that life might be complex but not complicated; that there are simpler structures and that if they could understand those, they'd find the navigation of their whole life easier. People don't need to live with so much pain.' ■

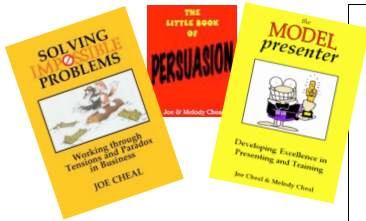
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(\*1) [www.nlpand.co.uk](http://www.nlpand.co.uk).

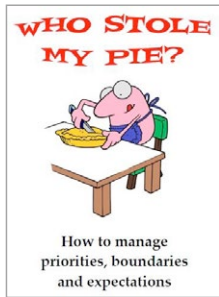
(\*2) [www.professionalguildofnlp.com](http://www.professionalguildofnlp.com).



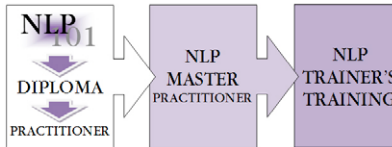
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Originally published in issue 32 of Rapport

# Emotions, Sensory Acuity and Papua, New Guinea

By Joseph O'Connor



Joseph O'Connor

**B**ear with me, the strange trio in this title are connected, as you will see below...

The heart of NLP is modelling, and the basis of modelling is pattern recognition.

How do you recognise patterns? By paying attention. Sensory acuity has always been at the heart of NLP, from the beginning when John Grinder, Richard Bandler and Robert Dilts got curious and

“Emotions are at the heart of our humanity, they move us, literally and metaphorically”

started paying attention to something that was so obvious that everyone seemed to take it for granted – eye movements. They did *not* take them for granted, and so opened a whole new study.

Emotions also seem so obvious as not to merit further thought. And emotions are at the heart of our humanity, they move us, literally and metaphorically. They guide our decisions, and intense emotions will push us into actions that we sometimes regret and sometimes rejoice. We talk a lot of emotional states in NLP, but what is an emotion exactly?

We have answers from both neuroscience and psychological research. Neuroscience can track what happens in the brain before we become aware of an emotion. Emotional impulses start in the brain, triggered by different events. When we become aware of the emotion, we can if we wish, have some control over what we do.

What of the emotions we are aware of, and are they different from feelings? Paul Ekman's work on emotions provides some answers that have yet to percolate into NLP, but have great value for us. Ekman was named as one of the 100 most influential people in *Time* magazine in 2009 for his work in psychology. He started his research in 1965 into emotion – were expressions of emotion universal or did they vary by culture? At that point no one knew. He consulted with Gregory Bateson, Margaret Mead and Edward Hall among others, all of whom believed that emotional expressions and gestures were socially learned and varied by culture. It was an important research study and Ekman himself thought at the time that they were right. However, his initial studies strongly suggested certain emotional expressions were universal. The display rules – in other words what is socially acceptable to show in public – in families and cultures were different, but the expressions were constant.

But there was one important doubt. With cinema and TV so widespread, perhaps people learned emotional expressions from those media. Ekman had to find a culture that had no films or TV. There are such Stone Age cultures in Papua, New Guinea which had no written language either. It was there that Ekman went to study to prove the thesis one way or the other. He devised a clever experiment, showing





a picture of an emotional expression to the people and giving them a choice of story that described the situation, for example, a child has died (sadness), a friend has come (happiness), you are threatened by a wild animal (fear), etc. and asked them to pick the story that fitted the expression he gave them (if any).

The result was clear. There are seven universal emotions that are the same for every human being. These seem to be programmed in by evolution and the facial expressions are the same in every culture. Before reading on, you may like to take a guess at the seven...(Answer at the bottom of page 30.\*)

This was remarkable work and opened up a huge area for research into emotions and emotional expression. What is also interesting is that we cannot control these expressions, sometimes they flash across the face in about a twenty-fifth of a second and are called micro expressions. You can learn to

see these but obviously it takes training. They are a clear indication of emotion that cannot be hidden. Those readers who have seen the Fox TV series 'Lie to Me' will be familiar with these ideas, as Paul Ekman was the scientific adviser in the series and the main character in the series played by Tim Roth is supposed to have done similar research to the real research that Ekman did.

Studying this work on emotions is not only fascinating, but also very useful for NLP.

So, what are the implications for NLP?

First, we can now make definite calibrations of emotional states. We still describe them in sensory based language, but we can be sure of the meaning. For example, when a person has the inner corner of the eyebrows raised, the eyelids are loose and the lip corners are pulled down, the person is sad (or faking sadness). It is actually very hard to accurately →

## 🗣️ Neuroscience can track what happens in the brain before we become aware of an emotion 🗣️

fake emotions, as many of the muscles that move the face into emotional expressions are not readily under conscious control (try raising the inner corner of your eyebrows voluntarily, most people cannot do it). So you can be fairly confident that the person is sad, and can ask questions about that if it is appropriate. Also, with this knowledge, we can also see when people are only faking emotions. This has implications for lie detection.

Second, we can accurately calibrate emotions. We often ask clients to, 'think of a time when...' they felt a particular emotion. We can see the facial expression and know whether the person is indeed feeling that emotion, if we know the reliable expression of that emotion. The signs may be subtle, but they are there.

Third, if we have enough sensory acuity, we will be able to pick up micro expressions in others, (this takes training but it is possible). This opens the world of emotions, we see so much more, we see emotions everywhere, just like when we first learned about eye accessing cues, suddenly they were everywhere. Of course, they always have been there – and so have emotions, only now we see them.

Fourth, it helps us manage our own emotions by becoming familiar with the feelings and expressions that we make when we are emotional. We can feel emotions simply by making the right facial expressions. This is most important for happiness, and the facial signal for happiness, of course, is a smile. But there are many different types of smile, for example, the resigned smile, the polite smile, as well as the genuine enjoyment smile. All smiles involve the lip corners pulled up towards the forehead, which if it is strong, will make crow's feet around the eyes. However, the smile that shows genuine enjoyment (the Duchenne smile), always involves the muscle around the eyes tightening, reducing the area between the eyebrow and the top of the eye. This is



not so easy to see, but it is the only way to tell a real smile. It is also not at all easy to do consciously, which may explain why people who are told to smile if they want to feel better, often don't feel better, because they cannot make a genuine smile.

And if we do become good observers of human emotions, not only will we be better communicators and negotiators, we will also be more sensitive in relationships. It is important to say that while you may observe an emotion, you cannot tell why the person is feeling as they are. You do not know what the emotion is about. It may be about you, themselves, the situation, an unrelated memory. Jumping to conclusions about this gives trouble.

Knowledge brings responsibility. You do not have permission to invade someone's emotional life with questions because you see their emotions. (In the same way just because you see an eye accessing cue, you don't immediately jump up and say, 'you saw a picture just then, tell me about it!') If you see an emotion such as sadness or anger, the person may be trying to hide it, or keeping silent about it for a good reason. However, if you know it is there, you may be able to manage the relationship a great deal better. It all starts with sensory acuity. Emotions are a fascinating field to explore, and you do not have to go to New Guinea, everything is right in front of your eyes. ■

*\*The seven universal emotions are: happiness, anger, sadness, fear, disgust, contempt and surprise.*

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# Cuddle ME!

By Lynne Copp

I was intrigued by an article in *The Times*, announcing 'Britain is a nation in dire need of a cuddle...' Have we forgotten, or let go of the need for intimacy, due to our busy working lives? Fifty-five per cent of respondents said that they blamed the exhaustion of a busy day at work for choosing opposite ends of the sofa...and bed. Forty-seven per cent said that they believed that their partner was 'not interested in hearing about their day'.

I find this sad...and in my experience, true. The demands of work and life are ever increasing. Our out of date, demanding cultures are placing too much pressure on our society and communities. If this situation is happening for couples, you can bet cuddles have also reduced for our children and others around us that we love. It is known that the elderly can be depressed, not just because of isolation, but also lack of cuddles. It is important for our wellbeing – it is an act of unconditional love...or at least, unconditional positive regard. Language, being with others and common purpose, combined with our need for touch (we are herding animals after all), is key to well-being.

I tested it yesterday in the workplace – for I am one that takes risks! I am a Non-Executive Director on a couple of Boards and, when I turned up for our Board meeting yesterday, I decided that a hug (albeit short, including a pretend kiss to each cheek and not too close!) was in order for the team that I had worked with on a few occasions. It was transformational! Not just for me, but for the team. The mood lifted, and the meeting, instead of being a stark, clinical creeping death through agenda items, was lighter, included laughter and finished earlier! There was much more

cohesion, it impacted openness and allowed some candid and yet passionate discussion – all in a mood of respect and inclusion.

I agree it is one data point, but I had already done it elsewhere and with interesting outcomes there too. Now, I agree, there are some that would not relish the idea of being hugged by their emotive and gregarious peers, and this brings me to its link to emotional intelligence and NLP.

Emotional intelligence is not just about self-awareness and emotional appropriateness, it is about tuning in to others and understanding the impact that your behaviour has on them, and theirs on you. By 'tuning in' it presupposes that we have invisible radio dials that sense and touch the other person to assess their mood and emotion. Imagine if you could truly sense this? What a powerful leadership tool this could be for the good of all concerned.

The truth is, we *can* sense the mood of others; however, we get so involved in our own internal agendas and priorities, that we take little time to switch off our own radio channel and tune into the other person's. What if, through NLP, we could model that mood and reframe it through language, leading/pacing and touch anchors? This surely would provide us with the key to employee engagement, not to mention better relationships with our spouse and offspring?

So here is your exercise for the week – please remember to tell me how it goes – and please apply this to work as well as to home. I have used a home example, just to illustrate the point, and to put your marriage/partnership back on track!

Begin by noticing self, become aware of your

“ Britain is a nation in dire need of a cuddle ”







### “Our out of date, demanding cultures are placing too much pressure on our society and communities”

own physiology (i.e. breathing, stance, comfort), if you are home, get out of your work clothes, and wear something comfy (and cuddly). Notice your state, your mood, and begin to transform your mood by feeling where in your body you hold cuddles, what would a cuddle feel like there, in that place? Give it a size and a shape, give it a colour and a texture, feel the love of that cuddle and the positive intention of that cuddle.

Now, with your partner present, and in a place where you are together, allow your cuddle to remain where it is for the moment, and imagine that you are tuning out of your own body (maybe like a radio dial...you know it is still there and you can tune back in at any time), but slowly turn the dial to your partner, tune in to them, to their mood and state. What are you noticing? Then depending on the mood you notice, ask them a question: 'I can sense you've had an interesting/stressful/tiring/exciting/happy day (decide the right word), tell me about it?' In this exercise, you

have to be what I say to my consultants about dealing with customers...you have to be 'interested, not interesting'!

Allow your partner to talk, don't interrupt, manage your acuity, noticing their responses and all the time, allow your radio to fine tune. As you do this, and as you learn more about their day, you can ask prompting and probing questions, like Clean Language questions: And then what happened? What happened next...and what would you like to have happen?

Then, and only when you know it is right, tune back into self, feel the cuddle waiting, and then ask: 'Can I give you a cuddle?' As you take your partner in your arms, imagine the cuddle inside you growing to encompass both of you, enveloping your partner in the unconditional love.

In the workplace, you may or may not be able to cuddle your employee! So in this case, send them the cuddle in your imagination, watch as it envelops them and if a touch on the shoulder, a handshake or a smile anchors the cuddle, you will see the difference it makes.

Big hugs to you all! ■

Originally published in issue 47 of Rapport

## NLP Practice Groups

### What is a Practice Group?

A practice group is a relaxed 'get together' for local NLPers. Most are held on a regular basis, and they can be a great way of meeting others in the NLP Community. Practice Groups are held in many different locations and usually welcome anyone with an interest in NLP. Practice Groups are listed on our website.

### What is the Purpose of a Practice Group?

The idea of Practice Groups is so that like minded individuals with a passion for NLP whether for personal development or as a profession, can get together and share their ideas, models and experiences. It's a chance for you to meet other NLPers in your local area in a comfortable and informal setting. There sometimes may be well known NLP speakers or you may have the opportunity to host a Practice Group if you have a topic that you feel would be beneficial to others.

A list of practice groups can be found on the ANLP website, [www.anlp.org/practice-groups.php](http://www.anlp.org/practice-groups.php).

If there is no Practice Group currently running in your area, and you would like to set one up, do please contact us by emailing Nina on [members@anlp.org](mailto:members@anlp.org). We have an existing format that you can model, and we would be happy to share

this with you. We can also put you in touch with other proactive Groups so you can model their success.

ANLP actively encourages all NLP Professionals to continually practice, evolve and improve their NLP skills. Practice Groups are a perfect environment to do this and promote and aid quality provision of NLP.

### Advertise your Practice Group on the ANLP website

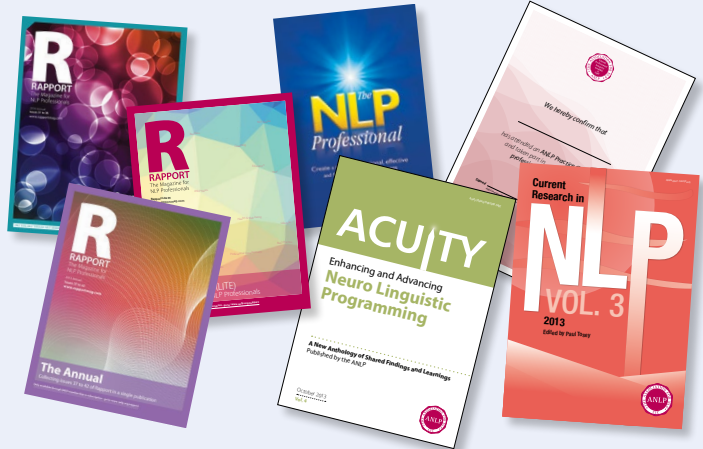
If you are a Professional, Trainer or Accredited Trainer Member of ANLP already, you can advertise your Practice Group on our website and give your

attendees ANLP CPD certificates.

We are happy to send you promotional material to hand out at your Group Sessions and we can also provide you with copies of Rapport Magazine and other ANLP publications, all FREE of charge!

You can also promote your Practice Group on the ANLP website to raise its profile even more.

To get your Practice Group registered on the website, simply download the word document template, which can be found on the Practice Groups web page ([www.anlp.org/practice-groups.php](http://www.anlp.org/practice-groups.php)), complete this and email it back to Nina. ■



## Did you know...

**All members of ANLP are entitled to a complimentary PDF copy of both *Acuity*, the *Anthology of Shared Findings and Learnings*, and the current issue of the *NLP Research Journal*.**

These PDFs can be downloaded from the Members Only area of the ANLP website, when logged in.

- You can now open, download and print the latest 6 issues of *Rapport* by logging in as a member and clicking the link to the current issue.
  - The normal version is double page spread, for reading on PCs and laptops.
  - The single pages version is easier for reading on Tablet Devices, e.g. Kindle.
- You can now arrange for the ANLP website to email *Rapport* direct to your Kindle.

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As an NLP Professional you know that first impressions count, especially when it comes to building trust and relationships with potential clients.

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Using and displaying your ANLP Members Logo, visually demonstrates your credibility and professionalism by showing that you belong to an impartial and independent NLP Association. This enables you to give potential clients peace of mind when choosing you as their NLP Professional.

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- Letter heads
- Adverts
- Email signatures
- Leaflets and brochures
- Stationery
- Other promotional material.

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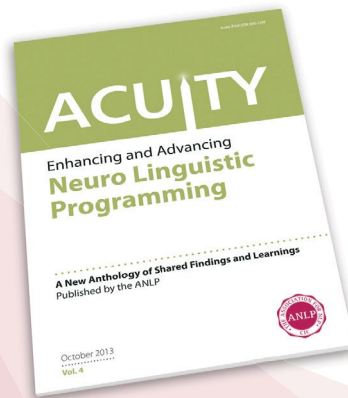


## Our latest publications are here

### ACUITY VOLUME 4

#### ENHANCING AND ADVANCING NEURO LINGUISTIC PROGRAMMING

*Acuity* is the anthology of shared findings and learnings published by the ANLP. It is designed to sit between *Rapport* magazine and the *Current Research in NLP* journals. It is a forum where the field can be enhanced and advanced; it is a place where pioneers can share ideas and like minds can discover developing dimensions around the NLP world.



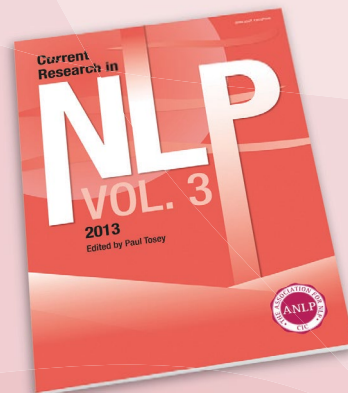
#### Vol. 4 of *Acuity* includes:

- **Macabre Metaphors**  
James Lawley & Keith Fail
- **Science and the Presuppositions: Scientific support for the foundations of NLP**  
Richard Gray
- **Modelling and a Development of the Satir Categories**  
Joe Cheal

### CURRENT RESEARCH IN NLP VOLUME 3

*Current Research in NLP* Vol 3 contains proceedings from the International NLP Research Conference held at the University of Hertfordshire in 2012.

The papers in this journal contribute to the widely-acknowledged need for a research-minded approach to NLP. The papers illustrate the welcome diversity of NLP usage and include papers by both academic and practitioner researchers, across sectors including education, health, business and psychotherapy. They report variously on NLP practice, conceptual issues and applications of NLP as research methods.



#### Vol. 3 of *Current Research in NLP* includes:

- **What counts as evidence when researching neuro-linguistic programming (NLP)?**  
Dr Voldis Kudliskis
- **Benchmarking coaches' skills: experiences of benchmarkers and of trainees being benchmarked**  
Dr Susie Linder-Pelz
- **It's My Life: a case study exploring the role of the therapy relationship**  
Lisa Wake

These publications are available to purchase on the ANLP website: [www.anlp.org/spartcart/](http://www.anlp.org/spartcart/)

[www.anlp.org](http://www.anlp.org)

Originally published in issue 35 of Rapport

# Talking Your Talk

## How To Enjoy Public Speaking

By Caitlin Collins



Caitlin Collins

### Mini-What

A few months ago I made a rash confession. I confessed that I enjoy public speaking. One should always be careful about confessions; in this case, my confessor promptly capitalised on my candour. Rightly anticipating that I wouldn't be able to resist the opportunity to indulge in my peculiar passion, he asked me to lead a workshop for a local campaigning group that he supports. Preparing for the workshop got me thinking about how it is that I, an almost-off-the-scale introvert, am in my element given a platform, a microphone and an audience. I reasoned that what works for a diffident little rabbit like me might be useful for others who would like to increase their enjoyment of public speaking and practise talking their talk.

### Why

To begin with, let's consider our motivation: why is it important to be able to speak up in public, and even better, to enjoy doing so? Our being able to enjoy public speaking enables us to give presentations or address audiences in such a way that our listeners are also enjoying themselves, which means that they are more likely to be receptive to what we have to say. It enables us to speak up effectively about things that are important to us. If we allow our fear of stepping into the spotlight and being judged by others to hold us back, we will avoid opportunities to speak up. I know that whenever I've held back like this I've later felt disappointed in myself, regretting my cowardice.

“Listeners who are enjoying themselves are more likely to be receptive”





### What

For me, the number one key to my being able to speak up, whether to a small group or a large audience, lies in my authenticity. This has two aspects: caring and knowing. I need to care about the topic and also to be knowledgeable about it. This authenticity permits a genuine encounter to take place, so it's less about lecturing a captive audience and more about creating an opportunity that can lead to new understandings for all of us.

Closely linked to authenticity, my state of mind or way of being is crucial. I need to be relaxed, alert, confident and focused, so I can present my case and, if necessary, hold my ground in a non-confrontational manner. I also need to be unattached to the outcome, so I'm not distracted by worries about success or failure while I'm talking.

Next, in addition to authenticity and state or way of being, there are two key principles to apply.

First, it's important to establish rapport. This means expressing myself appropriately to engage my audience. It also means finding something in common to start with, a shared jumping-off point, before heading into new territory that might be challenging.

Second, it's essential to be brief and comprehensible: waffling, mumbling and jargon must be reduced to a minimum.

You could say that all of the foregoing boils down to preparation. Authenticity requires preparation; you need to do your homework to know a subject

thoroughly. Managing your state or way of being requires preparation, as do establishing rapport and being able to be brief and comprehensible. Happily, NLP has lots to offer when it comes to preparation! So now that we've identified what's needed, let's look at some of the ways in which we can use NLP to help us to prepare ourselves to enjoy public speaking.

### How

While caring about a topic might be largely a matter of individual interest, learning about it can be helped by NLP methods for speeding up learning and developing your ability to research a subject, extract the information required for your talk, and make good notes.

There are many NLP methods for state management. For example, you can reframe nervousness as excitement, and appreciate the extra adrenalin as helping you to be alert and switched on. You can alter your posture and breathing to change how you feel. The technique of anchoring is great for public speaking. Taking something 'lucky' with you, some kind of talisman, is not just superstition: it's a highly effective way of using anchoring to help you to feel confident!

Rapport is greatly emphasised in NLP. If you can find out about your audience in advance you can dress suitably and be prepared to use appropriate vocabulary and speech patterns; you can also identify one or two likely points of contact between you and the audience to get you off to a good start; this can →

## “Care about the topic and also to be knowledgeable about it”

→ be as simple as noting that both you and most of the other people have travelled a long way to get to the venue.

It's easier to be brief and comprehensible if you organise your material carefully. You may have noticed the subheadings in this article: they follow a format, popular in the NLP world, which ensures that you cover a topic in an orderly way that will satisfy most of the people much of the time. (This is being realistic: if you can't please all of the people all of the time, you can still have a good crack at the next best thing!)

In addition, NLP offers other useful techniques to help you to develop your presenting skills – and the more you improve your skills, the more you'll enjoy yourself. Modelling offers ways to draw on your own previous successes and also to learn from other people who are good at public speaking. (Take a look at the Ted Talks on the internet ([www.ted.com](http://www.ted.com)); they provide a great resource for observing other people's presentation skills.) Creative visualisation enables armchair rehearsals of your performance: you can imagine watching yourself presenting, improving your performance until you're happy with it, then, in your imagination, stepping into the visualised image of yourself and running through the presentation again as though you were actually doing it. It's easy – and it works!

In addition to these NLP techniques, there are some simple practical tips to help things run smoothly. Check any technical equipment you're going to use; make sure it works properly, and that either you know how to operate it or you have a reliable assistant who does. Print your notes and handouts well in advance; don't wait to do it half an hour beforehand, only to find the printer's playing up. And do make sure you have a glass of water to hand during your talk; a tickly throat can present a severe challenge to your enjoyment – and that of your audience.

### Practice

Let's see now how to apply these points in a practical exercise. Your aim is to produce a two-minute talk. The following reminders can help you to prepare yourself and organise what you want to say.

- **Authenticity:** choose a topic that genuinely matters to you and that you are knowledgeable about.
- **State:** how would you like to feel? If you'd like to feel calm and confident, take a couple of deep breaths, relax your shoulders, and relax your tummy too. If you can tell yourself a joke or think of something funny, that's a great way to relax yourself.
- **Rapport:** imagine who you might be talking to, and think of something you have in common with them to mention near the beginning to start you

off on a positive footing.

- **Resolve to be brief and comprehensible:** experiment with organising what you want to say according to the format set out below. By all means make notes. It's fine to use notes when speaking; if you're passionate about your subject and know a lot about it, your notes can be vital to prevent you straying too far off-piste in your enthusiasm!
- **Mini-what:** what do you want to talk about? This is just your topic heading, so keep it short: 'I want to talk about...'
- **Why:** why is it important to you? And why might it be important to your listeners? This is to catch the attention of your audience, so they'll want to listen to you.
- **What:** what do you want to say about it? This is where you state your case concisely and clearly.
- **How:** what can be done about it? How can the people you're talking to take action? This point is not relevant in all circumstances – but it's vital if you're making some sort of call to action or enlisting support for a cause.
- **What if:** what differences could result if they were to take action, and if changes could be made? Again, this is not always relevant, but it's important if you're making a call to action or enlisting support for a cause – or even just trying to get somebody to understand what you care about, whether or not they're going to join your revolution!

### What if

Hurray! Now that you've prepared this two-minute talk, think of how you're going to get some real-life practice in public speaking. Think also of the positive differences in your life that can come about as you continue to develop your abilities to express yourself authentically and to enjoy talking your talk about the things that matter to you! ■





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Originally published in issue 48 of Rapport

# Judith Lowe

## At last – here’s an NLP Practice Group book!

By Judith Lowe

**W**e ran our lovely NLP practice group for over 10 years in central London and created many fun, friendly evenings for our group to learn and practice the core NLP skills and models. We also ran a series of special guest sessions that featured presenters who offered models and activities from their own real world developments and applications of NLP.

I realised not long ago that we had an absolute treasure trove of resources for people who either want to start a new group or who want to enrich the program of an existing NLP practice group.

Our new book *The PPD Learning NLP Practice Group Book – The Special Guest Sessions* with forewords by Robert Dilts and Judith DeLozier is a selection of those special guest evenings, complete with all the setups and frames as well as the key exercises and activities a group would need to run the session successfully themselves.

I think that most people who learn NLP and want to integrate it more deeply into their personal and professional lives realise that NLP doesn’t only consist of the amazing techniques. The tools and techniques are only brought to life through a subtle and embodied skillset and approach. I believe that emotional as well as cognitive intelligence, personal integrity and basic warm heartedness are also important to effective NLP practice.

The field of NLP was itself created from, among other things, the results of years of experiments in communication and change in a lively participatory group context. The essential learning culture of NLP has continued to be that of the open group workshop. It’s only in this unique context that ‘live’ demonstrations with feedback, interactive learning exercises and the public testing of the evidences of change processes can be created.

As Robert Dilts says in the foreword: ‘Since its founding more than 40 years ago NLP has emphasised the importance of interactive practice as the foundation for growth and development. As a member of the early

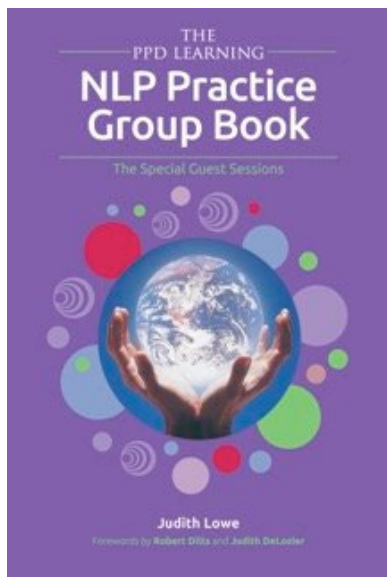
“We had a treasure trove of resources for people to start a new group”



“META groups” run by Richard Bandler and John Grinder in the 1970s, I witnessed and experienced the profound and generative impact of practice as a way to both embody and creatively explore the transformational principles and skills that were to become NLP. In fact one of my favourite sayings is the New Guinea proverb which states, ‘Knowledge is only a rumour until it is in the muscle’. Knowledge gets ‘into the muscle’ through practice.’

I hope readers and practitioners will find that the NLP Practice Group book offers such a sufficiently wide range of topics that there will be something of interest to any type of group that wants to take their NLP further and that wants to do so experimentally and experientially. I hope that the structure and guidance our writers have offered as to how to make the best of the wealth of materials and content is also useful and that the advice





on how to create socially enjoyable and meaningful time together is relevant. Our aim has been to provide a kind of working template for a complete session that can of course be expanded or edited according to circumstances.

The contributors are all drawn from our own community in that they are all friends and colleagues of PPD Learning who have at some point trained with us and who have integrated NLP into their own areas of professional expertise.

The book has chapters by Anne Deering, Lynne Cooper, Simon Horton, Juliet Grayson, Paddy Bergin, Christopher Howell, Muriel McClymont, Jonathan Goldsmith and Dido Fisher, as well as a couple by me. All of them are professional trainers and coaches, leaders, speakers, writers, therapists and coaches. They are teachers and experts in their own field and some of them are well known published authors too. They have all been very generous with their knowledge and share a warm enthusiasm for encouraging people who are learning NLP and who want to develop and deepen their practice.

The collection includes chapters on how NLP can be pragmatically applied to areas as diverse as leadership, resilience, study skills, negotiation, coaching, networking, relationships, communication and creativity. There are lots of practical activities and opportunities to step into new worlds and to discover new distinctions and possibilities.

Some of the content has been developed in corporate training situations and some

## “Tools and techniques are brought to life through a subtle skillset and approach”

in therapy groups. Some of the previous clients who have used these tools have been students, actors, film-makers, job seekers, managers, business coaches and people confronting some of life's basic challenges. There is even a session adapted from horse training and another one from an NLP practice group trip to the British Museum. I hope there's something here for everyone.

Although the topics are all based in NLP, some of the chapters also contain material from models outside the field. It demonstrates how experts from within the NLP field are able to use NLP creatively as a fundamental base for innovation into many different areas.

I have also included our 'Introducing NLP' manual to help with key models and definitions of NLP and which can also be used as handouts in practitioner skills type sessions.

In Judith DeLozier's foreword, she talks about a book from the 1980s that she and John Grinder edited called *Leaves Before The Wind*. She writes: 'It was a gathering of articles by people in the field of NLP who were making contributions or breaking new ground. The spirit of the book was to honour the work and commitment of these people to making new applications and for pushing into new territory for the time.'

I hope our book encourages people to practice their NLP more deeply and collaboratively and to 'break new ground' together, creating new applications and possibilities for our complex lives and world.

As Yogi Berra says, 'In theory there is no difference between theory and practice. In practice there is.' ■



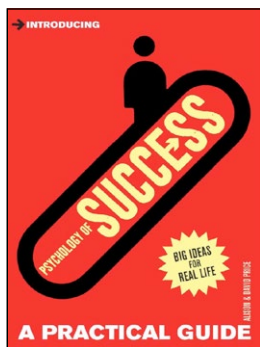
Originally published in issue 47 of Rapport

# BOOK REVIEWS

## *Introducing Psychology of Success*

Alison and David Price / £6.99 / Icon Books

[Reviewed by Maureen McKeague]

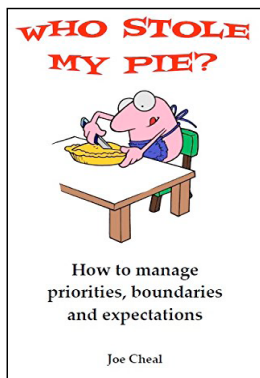


I must admit that when I first received *Introducing Psychology of Success* for review, I wasn't particularly bowled over by the look of it. As it is a relatively small book I thought I would zip through it but as I started reading, something strange happened. I found myself drawn in and taking time to reflect on the nuggets of information and doing all of the exercises. Despite its size, this book manages to encapsulate many of the vital elements of the psychology of success, such as setting appropriate and achievable goals, overcoming obstacles and development of self-awareness and strategies, in order to attain full potential. The learning was supported by some great easy-to-do exercises, which served to consolidate understanding and promote reflection. I particularly liked the A to Z format, which facilitates easy reference. From a personal perspective, I found that reading *Introducing Psychology of Success* in bite-sized chunks and completing the associated exercises provided a great opportunity for some self-coaching and personal reflection. As an experienced coach, I am used to working with tools and exercises with my clients but rarely take the time to work through them myself. I found this experience to be not only enjoyable but also provided a great opportunity to consider my own development needs as well as my client's experience of coaching. Given the size of the book and the relatively low cost, I would definitely consider giving this book to some of my coaching clients as part of their toolkit for facilitating success. ■

## *Who Stole My Pie?*

Joe Cheal / £9.99 / GWiz Publishing

[Reviewed by Simon Connell]

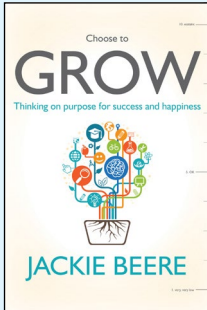


*Who Stole My Pie?* is a great book that uses an analogous delicious pie to tell the story of someone learning about time management. The story and its characters made the book a really easy read and the information was all clearly set out and easy to take in. Whilst there are some elements of time management in here that seem fairly common sense I found that there were also a number of new ideas that I hadn't encountered before. I especially liked the section looking at how much time a task takes depending on what percentage of time you are spending being proactive or reactive with it. Although the story is simple that makes it easy to relate to and throughout you are rooting for Walter to find a solution to his time management and his issues with pies. This draws you in and the practical advice offered seems more useful than just supplying the information as a list of tactics. I'd recommend this book to anyone who occasionally finds themselves overwhelmed by their workload or finds themselves saying that there aren't enough hours in the day. I'd suggest having a snack when you though as you might start to feel a little peckish! ■





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**Choose to Grow**  
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**Jackie Beere**  
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This book has invaluable practical tips and activities, tools for self-reflection, convincing examples of the latest research, personal experience and case studies to inspire you to action. They will help you understand how your beliefs lead to thoughts and that these lead to habits that predict success or failure.

*Choose to Grow* is an inspiring self-help manual that gives you confidence in your personal potential to grow. It also helps ensure that you can sustain the optimistic mindset that will keep you healthy and happy in future years.

Jackie Beere MBA OBE worked as a newspaper journalist before starting a career in teaching and school leadership. She rose from supply teacher to become head teacher of a large, successful secondary school and was awarded the OBE in 2002 for developing innovative learning programmes for students and teachers. Since 2006 she has been training teachers and school and business leaders in the latest strategies for learning and developing emotionally intelligent leadership and growth mindsets.

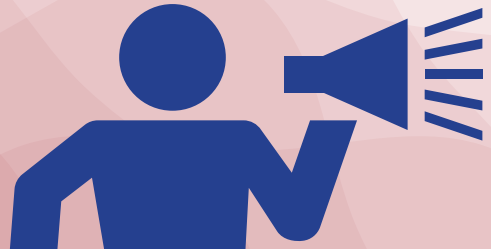
Jackie is the author of several bestselling books on teaching, learning and coaching as well as a qualified Master Practitioner in NLP.

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# The NLP Professional (Part 9)

## Team NLP

Originally published in issue 46 of Rapport

By Karen Moxom

I have always promoted a collaborative approach to life – we all have things we are good at and I believe the best team is one which enhances and plays to the skills of each individual.

I can think of one or two examples where this idea of coalition or collaboration does work well. What about Formula 1 racing, where all the drivers compete for an individual championship, at the same time as representing their team, who have an eye on the constructors' championship.

What about the TV programme, *The Apprentice*? Wouldn't it be true to say whilst all the contestants are competing for one prize, they initially stand the best chance of winning the prize by working as a team, so they can win the challenge every week.

I do think sometimes, like the contestants on *The Apprentice*, the field of NLP is quite inward looking and tends to focus in on the NLP community rather than outwards at the general public. Remember the research – at least 79 per cent of the public have never heard of NLP...so if they haven't even heard of it, then it probably isn't going to be within their range of options when they are facing a particular challenge.

So what could happen, if we started working together from the point of view NLP needs to be noticed and recognised as a viable option first? Let's future pace and imagine, just for a moment, we have reached the stage where everyone in the UK now knows NLP is a credible solution for their particular problem...

Let's assume your ideal business model is to be seeing two clients a day, i.e. 10 clients a week, and you only take four weeks' holiday every year. Let's also

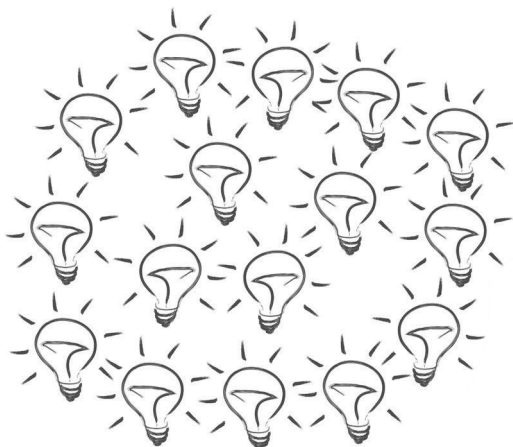
assume the average client likes to have the equivalent of 10 NLP coaching sessions. Now let's be generous and assume even though the whole UK population (currently 60 million, and rising) knows about NLP, only half of them want to hire an NLP Professional for 10 sessions.

Ready for the maths? So how long would it take you to coach half the UK population? It would take you 625,000 years to coach half the UK population (i.e. 30,000,000 people x 10 sessions ÷ [48 weeks x 10 clients per week] = 625,000 years).

What if you are a trainer? Perhaps your ideal business model is to run four NLP training courses a year, with 250 people on each course (you may as well think big.). It would take you a mere 30,000 years to train half the population (i.e. 30,000,000 people ÷ [250 per course x 4 per year] = 30,000 years)...and this is only to Practitioner level.

Now, unless you have discovered the secret to eternal life, I suspect this isn't going to happen. So, if we really do believe NLP can make a difference then perhaps we do need to work together to get NLP known about, and then we can all take a share in the increased demand for our services.

At least this way, by acknowledging there is plenty of potential business to go around, we could collectively coach half the UK population a little more quickly, because I don't want to wait 625,000 years before the social impact of NLP really does start making a difference to society.



“The best team is one which enhances and plays to the skills of each individual”





## “Team NLP could model camaraderie and team spirit to elevate NLP to the next level”

great things. This is often drawn to our attention when there is some sort of disaster, such as an earthquake or hurricane – we experienced this camaraderie for ourselves in 1980, when we were having our family holiday in Barbados, which was rather dramatically interrupted by the arrival of Hurricane Allen.

Even with this abundance reframe, NLP practitioners may still question why would we want to work together? Sometimes, greater things can be achieved as a team.

Think about the ‘Team GB’ relay team who represent us in the Olympics. Our runners, as individuals, do not even reach the final of the 100 metres. But as a team, we can, and do win medals in the 100 metres relay finals because somehow, whatever the four runners put together as a team creates something which is more powerful and successful than each of them as individual runners.

Our Team GB relay runners certainly demonstrate the principle behind one of my favourite quotes by Mattie Stepanek (American poet, 1990–2004):

**‘Unity is strength...when there is teamwork and collaboration wonderful things can be achieved.’**

Let’s imagine, for a moment, there was a ‘Team NLP’, made up of every person who has ever invested in NLP and bought into the principle of the NLP Profession. So what great things could Team NLP achieve? What parts of the model could we adopt in order to make Team NLP succeed, and in the process, ensure every individual within Team NLP also enjoys success?

For a start, one of the things Team NLP would do is work as a team – just like in the relay, personal differences and squabbles are left behind once the race starts and everyone does work as a team when it counts. There may be squabbles along the way – golly, my brother and I used to fight like cat and dog when we were children. But when he got knocked out at school one day (not by me, I hasten to add), and was rushed to hospital, all those squabbles, disagreements and arguments were forgotten and we really pulled together as a family to make sure he was ok.

If we really need convincing about the value of teamwork, just remember how communities pull together, both in times of adversity, and also to achieve

We didn’t know anyone in the area, and yet everyone worked together to clear roads and ensure everyone in the community had adequate shelter...but they went further than this. They all helped each other rebuild their houses, their businesses and their schools and their communities – it really was ‘one for all and all for one’.

Team NLP could model this camaraderie and team spirit to elevate NLP to the next level.

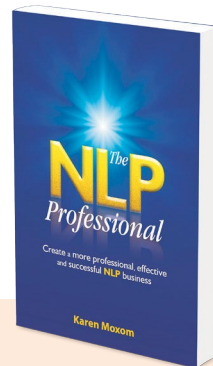
Think about a large corporation for a moment... one which employs thousands of people and has many different departments. It’s a fairly safe bet that on occasions, there is in house squabbling between departments, and there will be times when ‘Sales’ disagrees with ‘Marketing’, ‘Finance’ have an argument with ‘Admin’ and everyone falls out with ‘HR’.

Whatever the internal disagreements, you can be fairly certain as far as the public face of the company is concerned, it presents a united front where everything appears to be harmonious and runs smoothly. The public front of the company is usually what the public will be buying into, so it is important it looks good, from the outside at least.

We all recognise more damage is done to any one of the political parties when they ‘wash their dirty linen in public’, as my grandma used to say. Even if it does amuse us as curious observers, it never seems to do a great deal for their popularity rating.

The same applies to NLP as a profession. As NLP Professionals, we could do our bit to chunk up and ensure NLP, as a whole, is recognised by the public as a viable alternative, at which point we can each step up as individuals and offer to play our part.

So this is my dream...and I will continue to support the NLP Community to create this as reality. ■



Originally published in issue 40 of Rapport

# Becoming who you are as a practitioner

## Mindset, Motivation and Mission

In this new series of articles for *Rapport*, leading life coach, speaker and business coach *Rasheed Ogunlaru* invites you to find your unique, authentic path and 'Become Who You Are' as a practitioner. Our journey will take us through the mindset, map, skillset, team, toolkit, marketing, cash, customers, champions, management and mindfulness you need to start or develop your practice in a way that is true to you. We begin in earnest with mindset, motivation and mission and why these are so key to your success.



Rasheed Ogunlaru

**Y**esterday, I was at the British Library where I run my monthly 'Soul Trader; your life, your business' workshop for those who are starting and growing their own business/as their own boss. On this occasion, I was one of a team of specialists running a speed mentoring session during which I met around 30 different business owners. Of those only one or two stood out with a clear vision, or mission. As they started speaking we could all picture what they were doing, how they were going about their business and where they were going – they had the mindset and belief in what they were doing. In contrast, many others were full of doubt about themselves, about their abilities and what they needed to do. Confidence in you and what you do builds confidence in people buying from you. The opposite is also true.

So there is no question that mindset, motivation and mission are the make or break factor at any time of success and progress, whatever stage you are at. Let's get straight to it. Assuming that you get your skills and training in place then developing the right mindset, being motivated and being clear on your mission is the key.

### Understanding motives and motivation

When people come to my talks or to see me personally the most common things that come up are motivation, confidence, clarity and focus, and planning. All these things are related. To be motivated we first need to understand what our motives are. Motivation is not something that can be poured in to you. That can work for a while but it soon wears off. Powerful and prolonged motivation comes from knowing who you are and being true to it. You know this as a practitioner but are you

🗨️ **Developing the right mindset, being motivated and being clear on your mission is the key 🗨️**



plugged into this personally and professionally? Are you being authentic to yourself? Do you trust your self? Do you really believe in who you are? Are you really passionate about this path?

- List what's most important in life.
- List what's most dear to you in life.
- Write down how you want to feel about your life by the time it's through.
- List all the things that are not important in life.
- List all the things, people and issues that you deeply care about.
- List all the things that you are good at and that you are passionate about.
- What has been your personal and professional life journey so far?
- What have you learned from your life?
- Why are you passionate about NLP or coaching?



- What do you want to achieve and why?

#### Your true mission

Right, now we're beginning to sizzle. You're clear about your motives. To become who you are as a practitioner you have to bring all those things together. Take time to really understand what your life and your work is about to be really aware of those things that are important and keep them at the front of your mind. You need to wake up in the morning remembering what is important, being grateful for the gifts, talents and skills you have and for all the things and people that are in your life. It is this clarity of purpose and presence of being that is profoundly powerful.

- What precisely is it you want to achieve in your life and your work?
- Write it down in a simple sentence that anyone can understand.

Reflect on what you've written – only if you're touched and moved by it is it likely to really be your deepest mission. Keep revisiting it.

This is not merely an exercise. Once you are clear about your mission and once you start articulating in person, with clients, with peers, on your website, while networking, in meetings, then it becomes very real and a powerful driver for you and a powerful force that will draw the right clients to you.

#### Confident? A quick mindset test

Score your answers to these questions on a scale of 0–10 (10 being the highest).

- 1 How much do you believe in yourself?
- 2 How much do you believe in your skills and abilities?
- 3 How motivated are you by what you're doing in life?
- 4 How well do you perform on an average day
- 5 How well do you respond to challenging situations personally?

#### Powerful and prolonged motivation comes from knowing who you are and being true to it

- 6 How well do you respond to challenging situations professionally?
- 7 How would you score yourself in terms of overall resilience in life/work combined?
- 8 How confident are you about achieving goals that you set yourself?
- 9 How confident are you at taking on new challenges and handling changes?
- 10 How good are you at coming up with new solutions and flexible thinking?

Add up your scores. Given what you do, you should really be scoring at least 65 or above in the mindset stakes. If you scored 80 or above, well done – you should congratulate yourself. If you scored 50 or below, you need to review where you're at, what you're doing and what support you need. This in itself is invaluable, so see it as useful feedback on which you can act.

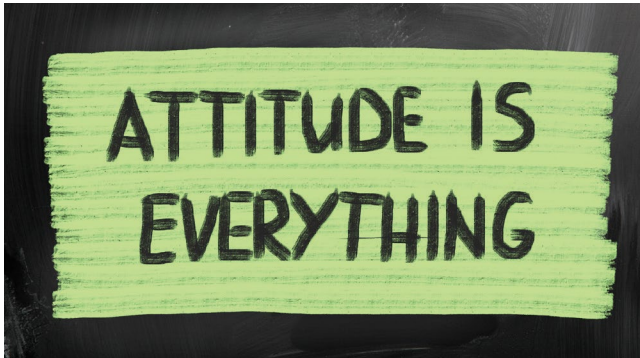
Whatever you scored take a look at the areas where you feel you could up your score slightly. That is the mindset you're looking to embrace, build on or adopt.

If you're struggling with any of the things that we've explored so far in terms of motives, mission or confidence then you need to practice what you preach and go and seek out a skilled authentic NLP practitioner or coach who can help you.

#### Mind set or mind open?

To survive and succeed in pretty much anything you will need to have a range of differing approaches that serve you in those situations. In business I have a saying that at one and the same time you have to be completely single-minded and open-minded. You need to be single-minded in knowing who you are, what you're about and what you're working to





- ➔ achieve. You need to be completely open-minded in order to listen, to respond and to learn from all the opportunities, challenges and possibilities that you'll be presented with and in order to adapt and be flexible personally and in terms of your product and service. So below are some of the differing states of mind that will help you to be able to flow and respond.

#### Clear mind/fresh mind

A clear mind is incredibly important. It you have a clear and fresh mind you'll be alert. You'll have a lot of clarity. You'll have room for creative and logical thinking. Start by ensuring that you eat and sleep. Going to bed and waking up one hour earlier may make a difference. Taking a walk around the park during your lunch hour rather than sitting in the house, office, clinic will make a difference. Ensuring that you get fresh air will help you keep a fresh mind.

Tip: don't feel that you need to make business decisions then and there. Take time out. Sleep on a decision. Step back. Build in time that fosters a clear mind.

#### Focused mind

There will be times where you have deadlines to meet, pressing matters to address – and perhaps one pressing priority in your business, be it a financial, marketing, people or operational matter. Fostering a clear mind will help you spot those times.

- How good are you at focusing on a single task?
- How good are you at prioritising?
- How good are you at seeing something through?

Be honest with yourself with the answers to these questions.

Tip: if you do find it difficult on focus, concentrate or see things through then ensure you cut out the distractions before you tackle the task. So turn off the mobile. Close down all the other windows on your computer. Take yourself into a quieter space. Face in a direction where there are fewer

## ☺☺ Clarity of purpose and presence of being is profoundly powerful ☹☹

distractions. Build in time for the specific task at hand. We'll pick up on this again in the managing and mindfulness article toward the end of this series.

#### Open mind:

One of the biggest pitfalls of being your own boss is deciding how you think the world is, what customers need and what the solution (if any) will be without ever consulting anyone. A doctor would not prescribe to you without consultation or examination and it's important that you do the same.

- Keep your eye open to what's happening in society, your industry and locally.
- Take an interest in everyone that you meet – understand how they look at the world.
- Listen to what your customers and potential customers are saying.
- Don't be limited to or by what you think – take a broader view.

To keep an open mind put in time to review and to look ahead in your business. Also, seek out those who can give you wise counsel and advice. This may include peers and a wider network of skilled professionals. Seek those who have differing skills, styles, strengths – but who share your core values. From time to time it's also worth being broad minded enough to see what there is to learn from those who have a completely different outlook to you.

#### A kind re-minder

Watch out for your own limiting self talk: 'I'm not business minded,' 'I'm no good with technology,' 'I'm no good at maths,' 'There's no way I could gain such and such a client.' Again as an NLP practitioner or coach you'll be aware of this in your clients and you may need to do some reframing yourself. You are business minded: you know what you want as a customer and in many areas of life. You are good with technology: you may operate a remote control, various household devices, use a computer and drive a car every day. You are good enough at maths: you manage a household budget.

#### Move ahead

So we've completed our first step looking at your motives, mindset and mission. Take a little time to reflect, read through, refocus and to refresh yourself and see what you can apply in your business straight away and also identify any areas that you feel need further development and support. ■



# THE NLP PROFESSIONAL

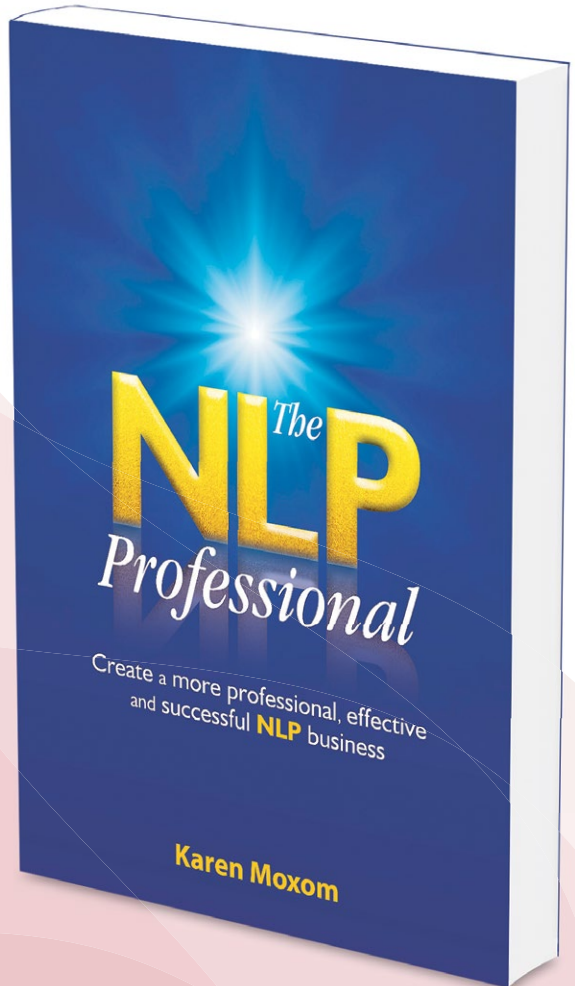


If you are looking for an affordable business mentor, then get *The NLP Professional: Create a More Professional, Effective and Successful NLP Business*, written by ANLP's Managing Director, Karen Moxom.

*The NLP Professional* is about considering the field of NLP as a professional one. It is about making connections between your actions as a practitioner of NLP, and considering how these could possibly impact upon your business and the professional field of NLP, which is still in its infancy.

*"There are hundreds of books on NLP to choose from but this is the first written to support NLP Professionals."*  
**Judy Apps**, Coach, NLP Trainer, Author of *Voice of Influence*

*"I think your book is a fantastic dose of common sense and a really inspirational road map to professionalising the thing we love doing. In the present climate, I think it's a book that anyone who wants to see NLP being taken seriously in the wider world needs to read."*  
**Michael Dunlop**, NLP Trainer, Belfast



*The NLP Professional* is available to purchase on the ANLP website: [www.anlp.org/spartcart/](http://www.anlp.org/spartcart/)

[www.anlp.org](http://www.anlp.org)



**A**s a researcher (or consumer of research) you will frequently come across statistical testing of data. This article aims to give an introductory outline to statistical methods to enable you to (i) choose appropriate statistics for your own study and (ii) offer critical comment on statistics used in journal articles or research papers.

This background knowledge will give you the ability to comment on research design adequacy, which can lead to you being able to know whether you can trust and use results in practice, or guide you in critical questioning of the validity and reliability of results, leading you to search for further evidence before implementing new suggestions into your practice.

This article is then aimed at exploring the use of statistics in quantitative studies, generally from data collected either through (i) survey data collection or (ii) criteria measurements. Criteria measurements in NLP might for example include measurement of anxiety or depression, pre and post an NLP intervention (ideally using a pre validated measurement tool which has been shown to be valid and reliable – i.e. has been shown to be accurate and repeatable over time). Another example would be looking at spelling test scores following work with pupils on the NLP Spelling Technique.

### Key terminology

Some key terms which would be helpful to define up front are as follows.

*Population:* this is the whole group of people from which you take a *Sample* to make research more manageable.

Let's put this into perspective using the NLP spelling example.

The population would be all pupils in the school involved in the study.

The sample could be a random selection of those pupils, who would be offered the NLP spelling strategy as a workshop. (The precise number in the sample is ideally determined by a power calculation to make the inferential statistics valid. Tools to assist with this are available on the web.) Other sampling options are also available including involving the total population: or selecting through, for example, stratification across a variable you think might impact on results (e.g. age or previous test results), or through asking for volunteers (though this may be biased as those who respond may be part of a specific group of children, e.g. very keen or very poor spellers). The sampling used is useful to look at when assessing if results are valid for a total population.

### Variables: dependent and independent

Variables can take on more than one value (\*1, p. 9) and in this case might include the age of the student, their gender, previous grade average.

The independent variable would be the way the spelling was taught in the study (i.e. those offered NLP

Spelling strategy versus those taught only by traditional means and maybe even some children who were not specifically taught how to spell who are included as a control group). The dependent variable would be the test scores.

### Types of data

*Nominal* data – has no attached meaning. Its value does not signify anything (\*1, p. 10), it is just a label. This might, for example, be the room the student is in (room 5).

*Ordinal* data – is where numbers start to take on meaning. For example, a fear of 7 out of 10 is greater than a fear of 3 out of 10. However, it does not mean the difference between 3 and 4 is the same as the difference between 7 and 8.

*Interval* data – represents data where the interval between numbers is equal (and where zero means the complete absence of whatever you are measuring). So a score of 3 correct spellings out of 10 is half a score of 6 correct spellings out of 10 and zero would mean none were correct.

### 66 Non-parametric methods are sometimes referred to as distribution-free 99

*Ratio* data – includes a meaningful zero point (\*1, p. 11), for example a measurement using a ruler.

*Parametric* statistical methods – make an assumption that there is an underlying normal distribution of what is being measured (i.e. across the parameters of variables being measured). (It assumes then that the occurrences, if measured across the whole population, would show a normal distribution curve – like a bell shaped curve on a graph.)

*Non-parametric* statistical methods – can be used on data with any distribution.

Note: where it is known that a normal distribution exists, greater inference and rigour can be applied by using parametric tests, allowing comment to be made on the whole population (but if they are used on non-parametric data, measurements can be misleading). Non-parametric tests also make it more difficult to allow for confounding factors using multiple regression (which might be applied in more advanced statistics).

### Parametric methods

Let's start looking at how we use these statistical methods in practice. Firstly, let's look at parametric methods of statistical tests.

Figure 1 is a flow chart to outline a wide range of possible tests, across numerous types of data, which we will use to explore statistical options. The branches under 'Yes' correspond to tests associated with true quantitative data (that is, ordinal, interval and ratio scales: numbers which are meaningful, that measure something on a scale, e.g. anxiety, weight, blood pressure etc). The 'No' options correspond to tests



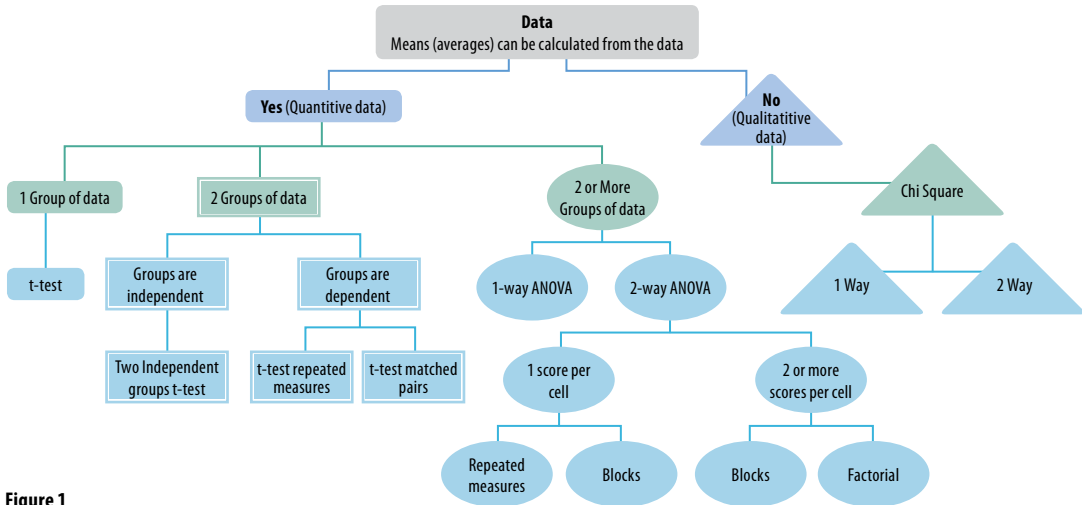


Figure 1

➔ associated with qualitative data which is either/or (e.g. gender, smoking status) or just data labels (e.g. class number), often called nominal or dichotomous data. (Note: this is different from qualitative methodologies, which focus on text based or interview data.)

Working through the flow chart: a t-test is a statistical hypothesis test in which the test statistic follows a student's *t* distribution if the null hypothesis is supported. (The null hypothesis is that there is no significant difference demonstrated.)

Two independent groups' t-test is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups.

The t-test for repeated measures and matched pairs called the two dependent group t-test (also called the paired t-test) compares the means of two related groups to detect whether there are any statistically significant differences between these means.

The *one-way* analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups.

The *two-way* analysis of variance (ANOVA) is an extension of the one-way ANOVA that examines the influence of two different categorical independent variables on one continuous dependent variable.

The repeated measures/blocks/factorial ANOVA are more advanced statistical tests associated with two-way ANOVA.

A chi-square test is a statistical hypothesis test associated with categorical variables to measure the goodness of fit or test for independence or to find out if the sub groups are homogeneous.

### Non-parametric methods

Non-parametric methods have been developed for studies in which the assumptions necessary for using

### 66 A starting point to designing your own studies, testing data and reading research critically 99

parametric methods cannot be made. Non-parametric methods are sometimes referred to as distribution-free methods because it is not necessary to assume that the observations are normally distributed. A non-parametric method is appropriate for dealing with data that are measured on a nominal or ordinal scale and whose distribution is unknown. Because of the many advantages of non-parametric methods, their use has been increasing rapidly. But like most methods, they also have disadvantages.

Non-parametric methods have three main advantages (\*2, p. 259):

- 1 They do not have restrictive assumptions such as normality of the observations. In practice, data are often non-normal or the sample size is not large enough to gain the benefit of the central limit theorem. At most, the distribution should be somewhat symmetrical. This gives non-parametric methods a major advantage.
- 2 Computations can be performed speedily and easily – this gives a prime advantage when quick preliminary indication of results is needed.
- 3 They are well suited to experiments or surveys that yield outcomes that are difficult to quantify. In such cases, the parametric methods, although statistically more powerful, may yield less reliable results than the non-parametric methods, which tend to be less sensitive to errors inherent in ordinal measurements.

There are also three distinct disadvantages of non-parametric methods (\*2, p. 259):

- 1 They are less efficient than comparable parametric tests (i.e. they require a larger sample size to reject a false hypothesis).
- 2 Hypotheses tested with non-parametric methods

are less specific than those tested comparably with parametric methods.

- 3 They do not take advantage of all of the special characteristics of a distribution. Consequently, these methods do not fully utilise the information known about a distribution.

In using non-parametric methods, you should be careful to view them as complementary statistical methods rather than attractive alternatives. With a knowledge of their advantages and disadvantages, and some experience, you should be able to determine easily which statistical test is most appropriate for a given application (i.e. try to use parametric if at all possible). This understanding will also enable you to ask relevant questions about choice of statistics in others' work.

There are numerous non-parametric methods. In this introductory article we have limited ourselves to those that correspond to parametric t tests for single samples, independent samples, dependent or paired samples, and correlation coefficients. We also present Fisher's exact test, which is appropriate when the chi-

square test would not be valid to use. These techniques are the Wilcoxon rank-sum test/Mann-Whitney U test, the Spearman rank-order correlation coefficient, the Kruskal-Wallis one-way ANOVA, and the sign test. Figure 2 lists parametric tests and their non-parametric equivalents.

Knowing the options available should make it easy to go and search for further information on any method you want to explore.

### Summary

This brief overview of statistical methods is offered to give a first look at quantitative data management. It cannot cover all methods in full, but is offered to highlight what options are available for basic data sets and signposts where to search further for particular types of data by giving the names of statistical methods to look up on the web or in appropriate text books. We hope it is a helpful starting point to designing your own studies, testing data and reading research critically as you build your confidence in handling statistics and using research in practice. ■

	Parametric test	Non-parametric test
<b>One sample</b>	One-sample t test	• One-sample sign test
<b>Two independent samples</b>	Two-sample independent t test	• Wilcoxon rank-sum test • Mann-Whitney U test
<b>Two dependent samples</b>	Two-paired t test	• Wilcoxon signed-rank test • Sign test
<b>Correlation</b>	Pearson r	• Spearman rank-order correlation
<b>Multiple groups, one factor</b>	One-way ANOVA	• Kruskal-Wallis one-way ANOVA

Figure 2



### References

- (\*1) J Schmuller, *Statistical Analysis with Excel for Dummies*.  
 (\*2) JW Kuzma and SE Bohnenblust, *Basic Statistics for the Health Sciences* (5th edition).

**Arun Deo:** Biostatistician, Unitec Institute of Technology, Auckland.

**Suzanne Henwood:** Associate Professor in Social and Health Sciences, Unitec Institute of Technology, Auckland.

# Diary of a Wannabe Researcher (Part 3)

By Guy Whitmore



Guy Whitmore

“ Writing an ethics framework quickly became something of an eye opener ”

**G**ood research, by its very nature, is about establishing facts or gaining a deeper insight through the use of data. What it's not about is jumping to conclusions or creating scenarios before that data comes in.

So it was something of a surprise to be told to 'sit down with a piece of paper, think about what you are going to do and get creative!'

In fairness, on this occasion, it was good advice. I was not being advised to get creative with any data collected, I was being told to get creative about things that could go wrong with the research, or present risks.

And there was a very good reason for predicting such doomsday scenarios: ethics.

As someone new to research, I'd assumed it had to be 'ethical'. This meant it didn't hurt participants emotionally or physically, but if I'm honest, that's as far as I thought it went.

So when I was advised to start writing an ethics framework for the research it quickly became something of an eye opener. It's amazing how many things could go wrong.

Just for starters, you have the accidental identification of participants or – as the research is about driving – those taking part blaming the research for a traffic violation, or worse, accident. Other considerations include:

- ensuring participants do not feel pressurised to take part
- ensuring there is no sort of discrimination
- making sure data is kept securely
- ensuring the integrity of and quality of the research remains intact
- ensuring good research design
- supporting participants who find the questions upsetting
- adhering to confidentiality laws
- working appropriately with a participant who shares information about a crime.

The list really does go on, but doing it offers an opportunity to assess the value of the research, its design and execution.

Having experienced researchers who

have provided direction and support from the beginning has helped tremendously. I really cannot thank them enough – and would urge any novice researcher to find experienced researchers to help.

The first draft of my ethical framework is under review as I write this, and I'm sure those more experienced researchers will have plenty of useful comments to add.

But it will be worth it.

At some point I hope to approach potential funders for the project, and obviously, publish the research findings. To do both of these, there will be a need to demonstrate the research is ethical.

One of the best ways to do this would be to collaborate with an academic partner such as a university – which will probably want to see an ethical framework in place.

Collaborating with an academic partner is also likely to provide legal cover for the research should anything go wrong.

From what I can see, however, collaboration in the UK could be tricky, as universities tend not to work with research that is from 'outside' the institution.

The good news is that I have recently been told about one avenue that may cater for non-university ethics, and will let readers know how I get on in future articles.

Returning to legal cover, the Research and Ethics Guidebook (\*1) cites an excellent reason to ensure research has a robust, ethical framework.

In creating the framework, researchers can work to minimise risk and understand the risk that remains. This allows researchers to properly explain those risks to potential participants, which allows participants to make an informed decision about getting involved.

'Informed consent is the legal means of transferring responsibility for risk-taking from the researcher to the participant,' the guidebook goes on to state.

In today's all too often litigious society, that could greatly influence the outcome of any legal action brought against the research. ■



Originally published in issue 47 of Rapport

# How The X Factor Shows the Value of Honest Feedback

By Andy Coote

👉 Time spent on self-improvement in a safe environment is never wasted 👉



**T**he *X Factor* may be Marmite to *Rapport* readers, but given its immense audience and the coverage it receives in the press, you will probably have seen some of it. If not, then think of *Dragons' Den* or *The Apprentice* (just starting again), for they demonstrate the point I want to make, though maybe not as powerfully.

Each new season of *The X Factor* begins with the auditions. The team visit a number of places and get to see hundreds of hopeful acts who believe that they have the X factor – the ability to be the very best in show business – if only someone would see it and give them their big break. The problem – for them – is that they are in many cases simply awful. What raw talent they have appears to be storable in an egg cup with plenty of room to spare. We can see this, the panel can see this but they, the hopeless hopefuls, simply can't.

When the judges tell them how it is, they can get angry and emotional but their internal self-belief often appears to be unchanged. The feedback is honest and, often, brutal, too. Much of it is deserved. How do those contestants reach that point in their

lives – some of them quite a long way in – without someone telling them honestly what anyone can hear? Or have they done that and it is simply deleted and distorted?

Giving and getting honest feedback is not an easy process. Giving good feedback depends on our objectivity in giving and receiving it. We must consider the behaviour and performance, and feedback on them, not on the individual who is responsible for them. We also fear that if we are 'brutally' honest with someone that may change the relationship we have with them. That is not a groundless fear, either. When receiving feedback, our ego often gets in the way and we do, in the old cliché, go on to 'shoot the messenger'. Even when acting as our own critic, we may be too easy on ourselves in some areas and too hard in others.

What does this have to do with *Rapport* and NLP Professionals? We, too, may have unrealistic beliefs about our own performance. I've met leaders in many walks of life who believed that they were comedians and yet were totally unfunny (like David Brent, the 'chilled out comedian'

in *The Office*) and others who indulged in 'once more unto the breach' motivational speeches that were laughable. This mismatch between belief and reality affected their performance and their credibility. They were less effective as a result.

As professionals we need to be realistic about our strengths and our weaknesses. We know that 'there is no failure, only feedback'. But where can we get it from? The level of objective feedback we need to achieve this is unlikely to come from ourselves and those close to us. What we need is a place where we can give and receive feedback as peers with people who understand our problems and can help us know the real us and can help us to work on developing the skills and understanding that will change that reality for the better. These may be supervision groups, peer learning groups or training courses. Even practice groups are opportunities for feedback. If there is no such group, start one.

We are all imperfect works in progress. Time spent on self-improvement in a safe environment is seldom wasted. ■

**Andy Coote** is a professional writer. As a commentator on leadership and networking, Andy writes for a number of Business Leaders. He is part of the *Rapport* editorial team. You can reach him at [andy@bizwords.co.uk](mailto:andy@bizwords.co.uk).

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